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AUTHOR Casto, Glen; And Others
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ABSTRACT

This cultural awareness course has been designed to help American junior high school age students integrate various dimensions of Puerto Rican culture with their native culture through an experientially based program of instructional activities. Lessons on the identification, demonstration, and discussion of behaviors indigenous to persons of Puerto Rican heritage are included along with behaviorally measurable instructional objectives. Detailed teacher information on time required for each lesson, materials needed, instructional strategies, and suggested implementation of activities is included. Various lessons provide practice in speaking Spanish and imitating culturally specific behaviors used in interpersonal exchange. A Cross Culture Simulation Game designed to enhance the students' cultural awareness, a pre- and posttest to be administered to students, and a student critique of the course are included. The authors have included a general bibliography of printed materials, filmstrips and films, as well as a bibliography of printed material more specifically relating to Puerto Rico. Both bibliographies are partially annotated. (JS)

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Cultural Awareness:
Learning Your Way Around A New Culture

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and
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June 28, 1974

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Committee Members

Dr. Glen Casto
Dr. Helen Casto
Mr. Carroll Dexter
Mr. Celestino Santiago

Mr. R. M. McKinney
Mr. Robert Savage
LCDR Gary Zucca

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CULTURAL AWARENESS:
Learning Your Way Around a New Culture

MISSION STATEMENT

The Cultural Awareness course will provide Junior High School students a 60 Hour sequence designed to help them achieve the following goals:

1. Develop an understanding and acceptance of cultural pluralism.
2. Acquire a knowledge in language and culture specific areas which is sufficient to increase their involvement in the culture.
3. Establish a plan to utilize community resources and increase their effective participation in the Puerto Rican culture.

TO THE INSTRUCTOR:

1. Care must be exercised to administer the "Pre-Post Test" both in the beginning and at the end of the course. It may be a good idea to code pre-post tests with the student's attendance book number.
2. It is suggested that the "Course Critique" be distributed at the beginning of the course and maintained on a week to week basis. The instructor is encouraged to review the individual critiques periodically.
3. NOTE: Films, filmstrips, etc., MUST be ordered a minimum of one school week in advance.
4. It is generally necessary to make arrangements for resource people from three to five weeks in advance.

TERMINAL PERFORMANCE OBJECTIVES
(End of Course)

1. Student will demonstrate an understanding of the concept that culture (background) determines behavior by:
 - a. Listing 5 behaviors and describing the relationship between each behavior and a specific culture.
 - b. Differentiating between race and culture.
 - c. Listing 5 basic behavioral differences between continentals and Puerto Ricans.
 - d. Identifying three sub-cultures in the United States.
2. Student will demonstrate an understanding of the adaptive process which occurs in cross-cultural experiences by preparing a verbal, written or audio-visual presentation containing the following elements:
 - a. The steps in cross cultural adjustment.
 - b. The effect of expectations on cross cultural experiences.
 - c. Two major emotional reactions which occur.
 - d. Five major coping behaviors which commonly result.
3. Student will demonstrate that he has acquired a repertoire of behaviors which facilitate cultural adaptation by:
 - a. Listing the steps in a problem solving model for use in entering new cultures.
 - b. Demonstrating six non-verbal behaviors prevalent in the Puerto Rican culture.
 - c. Stating a strategy for eliciting information from people.
4. Student will demonstrate his mastery of Spanish for use in practical situations by:
 - a. Answering correctly 4 of 6 questions asked by a native speaker.
 - b. Ordering a meal in a restaurant in Spanish.
 - c. Stating correctly the time of day when asked.

5. Student will demonstrate awareness of non-verbal elements of communication by:
 - a. After viewing a video-taped sequence of the cultural simulation exercise, listing six behaviors in either culture which were considered offensive by the other culture.
6. Student will demonstrate increased awareness of Puerto Rican social system by:
 - a. Describing the family structure of a typical family.
 - b. Listing and explaining briefly the various classes (social in Puerto Rico).
 - c. Listing the major political parties and religions.
7. Student will demonstrate his awareness of available community resources by writing a personal action plan (with objectives and milestones) for participating in the Puerto Rican culture.

GOALS, OBJECTIVES, OUTCOMES

GOAL I Develop an understanding and acceptance of Cultural Pluralism

Terminal Objective 1 Student will demonstrate an understanding of the concept that culture (background) determines behavior by:

- a. Listing 5 behaviors and describing the relationship between each behavior and a specific culture.
- b. Differentiating between race and culture.
- c. Listing 5 basic behavioral differences between Continentals and Puerto Ricans.
- d. Identifying three sub-cultures in the United States

Lesson Outcomes:

- I-1. Understand that behavior is culturally based.
Pin point some culturally conditioned behaviors.
- I-2. See relationship between classification systems and group membership.
- I-3. Understand that behavior is not determined by color or race.
- I-4. Understand that people can be members of sub-cultures within larger national cultures.
- I-5. Students relate concept of values to behavior.
- I-6. Students learn that frame of reference emerges from total experience.
- I-7. Students learn that perceptions are determined by background.

Terminal Objective 2 Student will demonstrate an understanding of the adaptive process which occurs in cross cultural experiences by preparing a verbal, written or audio-visual presentation containing the following elements:

- a. The steps in cross cultural adjustment.

- b. The effect of expectations on cross cultural experiences.
- c. Two major emotional reactions which occur.
- d. Five major coping behaviors which commonly result.

Lesson Outcomes

- X. Provide structured immersion in the culture.
- X. Give practice in using language.
- X. Allows beginning research in specific interest areas.
- X. Processing of field trip experience.
- II-1. Understand the effects of sets on the adaptive process.
- II-2. Understand emotional reactions to cultural immersion.
- II-3. Understand common coping behaviors which result.

Terminal Objective 3 Student will demonstrate that he has acquired a repertoire of behavior which facilitate culutral adaptation by:

- a. Listing the steps in a problem solving model for use in entering new cultures.
- b. Demonstrating six non-verbal behaviors prevelant in the Puerto Rican culture.
- c. Stating a strategy for eliciting information from people.

Lesson Outcomes

- III-1. Learn to describe behavior without evaluative comments.
- III-2. Learn imitation techniques in culture specific areas.
- III-3. Learn strategies for entering new cultures.

III-4. Learn to distinguish between appropriate and inappropriate interview strategies.

GOAL 2 Acquire a knowledge in language and culture specific areas which is sufficient to increase their involvement in the culture.

Terminal Objective 4 Student will demonstrate his mastery of Spanish for use in practical situations by:

- a. Answering correctly 4 of 6 questions asked by a native speaker.
- b. Ordering a meal in a restaurant in Spanish.
- c. Stating correctly the time of day when asked.

Lesson Outcomes

- IV-1. Understand utility of "practical Spanish".
- IV-2. Learn greetings, farewells and common courtesies.
- IV-3. Learn directions, counting, telling time.
- IV-4. Learn traffic signs and important rules.
- IV-5. Learn monetary transactions and restaurant etiquette.
- IV-6. Learn interview techniques for eliciting information.

Terminal Objective 5 Student will demonstrate awareness of non-verbal elements of communication by:

- a. After viewing a video-taped sequence of the cultural simulation exercise, list six behaviors which were considered offensive by the other culture.

Lesson Outcomes

- V-1. Learn commonly used gestures and facial expressions.

Terminal Objective 6 Student will demonstrate increased awareness of Puerto Rican social system by:

- a. Describing the family structure of a typical family.
- b. Listing and explaining briefly the various classes (social) in Puerto Rico.

Lesson Outcomes

- VII-1. Understand political system: knowledge of development of various political parties.
- VII-2. Learn the structure of the Puerto Rican family.
- VII-3. Learn key family values and traits.
- VII-4. Learn ethnic roots of Puerto Ricans
- VII-5. Understand religious system and its impact on social system.
- VII-6. Learn social class structure.
- VII-7. Understand relationship between income levels and social system.

GOAL 3 Establish a plan to utilize community resources and increase their effective participation in the Puerto Rican culture.

Terminal Objective 7 Student will demonstrate his awareness of available community resources by writing a personal action plan (with objectives and milestones) for participating in the Puerto Rican culture.

Lesson Outcomes

- VII-1. Familiarize students with available reading materials.
- VII-2. Increase students knowledge of resource people whose services they will utilize.
- VII-3. Identify areas of previous and present interests.
- X Provides a second structured experience in the culture.
- X Allows research in individual areas of interest.

- X Provides further practice in using the language.
- VII-5. Allows for development and submission of personal action plan.

CURRICULUM SEQUENCE ASSUMPTIONS

1. Americans have similar behavior preferences.
2. Other cultures have different behavior preferences.
3. The differences are not due to race or physical characteristics.
4. The different behaviors are a product of culture.
(background)
5. The values held by different cultures help determine our behavior.
6. When we interact with a new culture our values stimulate an adjustment process.
7. We can maximize our chances of interacting successfully with other cultures by learning specific skills.
8. Successful interaction with a culture increases understanding of and respect for that culture.

Title: Introduction to Course

Terminal Objective Adressed: None

Outcome

Familiarize students with course outline and establish course expectations

Curriculum Materials Needed: Course outline

Time required: 1 hour

Instructional Strategies: Instructor lecturette; instructor led discussion

Activities

1. Instructor presents course outline to students. Reads list of terminal and outcome objectives.

2. Instructor says:

"This course is designed to help you live comfortably and enjoy Puerto Rico more while you are here. You will gain a better understanding of the people and the country of Puerto Rico and develop a greater awareness of the effect of culture on behavior. You will also learn many specific skills which will help you while you are in Puerto Rico. This will be a very different course in that it will be largely experiential." Instructor emphasizes students' responsibility for their own learning. Field trips out into the community, small group activities, simulations, films and filmstrips will all be utilized in addition to instructor led discussions.

3. Small Group Activity

Instructor divides group into pairs and has each student elicit from the other the following information:

1. Name
2. Where in U. S.
3. Family
4. Time in Puerto Rico
5. Previous overseas experience
6. Hobbies and interests

Instructor pairs off with one student and participates. This information is then reported to the group by the interviewer.

Title: Culture and BehaviorTerminal Objective Addressed:Outcomes:

Understand that behavior is culturally based.
Pinpoint some culturally conditioned behaviors.

Curriculum Materials Needed:

1. A list of behaviors (see below)
2. A combination of ten fruits and candies, five which should be familiar to the students (e.g. - apple, Milkyway, etc.) and five of which should be unfamiliar to most students (papya, quenepas, dulce de coco, etc.).

Time Required: 2 hoursInstructional Strategies: Forced-choice rating exercises, instructor led discussion.

1. Instructor presents list of 15 behaviors:

Shake hands
Bow
Say "good morning"
Say "buenos dias"
Say "ohayo gozaimasu"
Move your chair close to someone and sit touching that person
Blow your nose into a kleenex and put it in your pocket
Blow your nose on the floor
Sit holding hands with someone of your same sex
Lightly bump into someone and say "perdóneme"
Lightly bump into someone and say nothing
Chew a stick of gum in class
Take your shirt off
Point middle finger at person next to you

2. Instructor asks various students to perform one of the behaviors.

3. Instructor notes responses and has students classify how they would feel performing each of the 15 behaviors as good, bad, or neutral. Put 5 behaviors in each category.
4. Instructor summarizes students rankings on blackboard.
5. Instructor summarized groupings and says - "In this class we have similar behavior preferences. Other classes or groups may not. We'll explore it further tomorrow." End of first hour.
6. Instructor arranges the ten fruits and candies in random order on a table. Identify each food item with a number and cover the entire arrangement so that the students cannot see the food as they file into the room.
7. Instructor says - "Yesterday we found that as a group we prefer certain behaviors to others. Today we will explore our preferences further by rating, and then eating, some foods."
8. Instructor reveals the arrangement of foods to the class. Have them file by the table and carefully view each food.
9. Ask each student to list on a piece of paper the numbers of three foods that he would enjoy eating if called upon to do so. Stress that you will be calling on some of them to eat the foods they list. Have them list also three foods that they would prefer not to eat. Collect the lists.
10. Pick five students from the class and ask each student to sample each of the ten foods. Note reactions and response, particularly negative perceptions.
11. Ask class: What, if anything, was similar in the way these students responded to the ten foods?
12. Ask class:
 - a. What do you predict will be the three most popular foods in the lists each of you has made?
 - b. How do you know?
13. As a student reads the listed foods, make a chart on the blackboard showing the "votes" given each food. Compare the results to the predictions, stressing incidents of clean-cut group preferences and to what extent these preferences were predicted.

14. Instructor summarizes:

"In the last two days we have seen that as a group we have many preferences in common. Beginning tomorrow we are going to investigate how we come to prefer these things, and to what extent other groups share our preferences."

Title: Culture and Background

Terminal Objective Addressed: 1

Outcomes

Students see relationship between classification systems and group membership.

Curriculum Materials Needed:

1. Filmstrip projector
2. Filmstrip: Ways of being human (from Audio-visual Kit for Introduction to the Behavioral Sciences, Holt Social Studies Program)

Time Required: 1 hour

Instructional Strategies: Instructor led discussion, small group exercise, filmstrip.

Activities

1. Instructor Says:

"For the past two days we have had a chance to express our preferences for certain behaviors and foods. Here are two questions: Do you think all classes of Junior High students would have pretty much the same preferences as our class? What might cause a group to have preferences different from ours? Write questions on chalk board.

2. Instructor says:

"As you view the following filmstrip, try to find information that will help you answer these two questions." Show Ways of Being Human. Allow about 5 seconds for each frame.

3. Instructor directs discussion aimed at answering questions through use of filmstrip. Bring out idea that other groups might have different preferences because they have had different background experiences. Give students a homework assignment to write up their own answers to these questions.

4. Instructor presents concept of culture and relates it to background experiences. Emphasize that culture is learned shared, transmitted behavior.
5. Instructor says:
"We will end today with a film about a man named Simian who has had far different background experiences from you and I, and therefore has different preferences. The film may help us understand the importance of culture."
6. Show film, Simian's World.

Title: Culture and Background

Terminal Objective Addressed: 1

Outcomes

Students understand that behavior is not determined by race or color.

Curriculum Materials Needed:

1. A picture or pictures from a book or magazine showing a larger number of people with differing skin colors.
2. Filmstrip - Race and Culture (from A-V Kit for Introduction to the Behavioral Science Holt Social Studies Program)
3. Filmstrip projector
4. Opaque projector

Time Required: 1 hour

Instructional Strategies: Visuals, instructor led discussion.

Activities

1. Instructor says, "We have found people in our class prefer many of the same things and dislike many of the same things."
2. Instructor projects on the opaque projector a picture of different races, and asks: "Do you think the people in this picture prefer the same things?"
3. Many students are likely to say no. Instructor asks, "Why not?" When some students respond that they are members of different cultures, the instructor should ask, "How do you know?" Some students will probably claim that they know the people are in different cultures because they are of different races.
4. Instructor now poses and takes tentative answers to the following questions:
 - A. What is race?
 - B. Can you always tell a person's culture by noting his race?
 - C. What is the difference between race and culture?

Write these questions on the chalkboard and have students copy them down.

5. Instructor says, "Try to find answers to these questions in this filmstrips" Show filmstrip, "Race and Culture" Allow about five seconds for each frame.
6. Instructor now re-opens discussion of the three questions, asking students to cite evidence in the filmstrip to support their answers. Elicit the following ideas:
 - A. Race is a physical trait whereas culture has to do with behavior.
 - B. A person's behavior is determined by his culture not his race.
 - C. People of different races can be members of the same culture and vice-versa.
7. Ask students to write out their own answers to the three questions as a homework assignment.

Title: Culture and Sub-cultures

Terminal Objective Addressed: 1

Outcomes

Students understand that people can be members of sub-cultures within larger national cultures.

Curriculum Materials Needed:

16 MM Film Projector

Films: #3-81 Miguel: Up from Puerto Rico
#3-85 Siu Mei Wong: Who Shall I Be?
#3-80 Geronimo Jones

Time Required: 2 hours

Instructional Strategies: Films, directed discussion

Activities

1. Instructor introduces Miguel: Up From Puerto Rico.
"Today we're going to see a film about a boy named Miguel who is only a little younger than most of you. Miguel lives in New York now, but he was born and spent his early years in Puerto Rico. As you watch the film, try to find at least two ways Miguel shows his Puerto Rican Cultural background while living in the different culture of New York."

2. Show film - Miguel: Up From Puerto Rico.

3. Instructor asks:

"What were some ways Miguel showed his Puerto Rican Cultural background?"

Students might mention Miguel's knowledge of Spanish, his choice of Puerto Rican foods, and his knowledge of fishing.

4. Instructor asks:

"Did Miguel's Puerto Rican cultural background help him or hurt him? How? It is important for students to realize that Miguel was confused by his inability to fish in N.Y. as he had in P.R., but that his knowledge of Spanish turned out to be a great asset that helped him earn money to buy the fish for his father's birthday.

5. Instructor asks:

"Does Miguel's behavior show any experience with New York culture?"

Students will point to Miguel's fluent "New York" English.

6. Instructor asks:

"Is Miguel a New Yorker or a Puerto Rican?" Students should realize that Miguel is learning to become a member of both New York and Puerto Rican cultures. Introduce the concept that Miguel is becoming bicultural.

7. Instructor summarizes:

"We have seen that people behave according to their growing up experiences (their cultural background), and that often they continue to behave in familiar ways even when they move to a new place. Sometimes this causes problems and sometimes a person's cultural background is an advantage. Some people become bicultural - they learn to operate effectively in two cultures."

8. Instructor says:

"Miguel is an American boy with a Puerto Rican cultural background. How many cultures are in America?" Students will recognize that America includes many cultures.

9. Instructor asks:

"What are some of America's cultures?" Students will probably mention Chicanos, American Indians, Italian-Americans, Black-Americans,, Polish-Americans, Japanese-Americans, Chinese-Americans, etc. If students mention racial minorities, it is important to stress again that culture is a product of common background experiences and not a product of skin color. There are black americans whose background experiences make them uncomfortable in Black culture, just as there are Americans of Italian heritage who cannot operate effectively in traditional Italian-American culture."

10. "What term do social scientists use to describe cultures such as those we've been mentioning - cultures that operate within a larger national culture?" Introduce the concept of sub-cultures. Survey the class to find the various sub-cultures represented. Have some students describe their sub-cultures.

11. Instructor introduces film: "Here is a film about a Chinese American girl living in Los Angeles. Sometimes it isn't easy being a member of a sub-culture in America. As you watch the film, think about these questions:
 - A. What does Siu Mei Wong want to become?
 - B. What special problems must she deal with in order to achieve her goal?
12. Show film, then elicit from the class answers to the above questions. Add the following questions:
 - A. Why was Siu Mei Wong's attendance at the Chinese school so important to her father?
 - B. What do you think Siu Mei Wong would have done if her father had continued to refuse her request to attend ballet school? What would you have done in her place?
 - C. Do you think her father made the right decision in the end? Why?
 - D. How are Siu Mei Wong and her father different? Is there any significance to the last shot in the film showing the father working alone at his sewing machine?
 - E. Does Siu Mei Wong reject the Chinese-American sub-culture? Can you find evidence in the film to support your answer?

The discussion of these questions should bring out that the father hoped to preserve in Siu Mei Wong her Chinese heritage, but was wise enough to realize that Siu Mei Wong must build her own life in America. The father is more rooted in Chinese culture than Siu Mei Wong who, like Miguel, is becoming bicultural. Siu Mei Wong does not really reject her sub-culture, despite her desire to quit Chinese school. Rather, she is struggling to find a common ground in the two cultures, as shown by her insistence that her picture is not just a picture of a ballet dancer, but a Chinese ballet dancer.

13. Instructor introduces the film Geronimo Jones: "This next film is also about a young American who belongs to an American sub-culture. His name is Geronimo Jones, and he is descended from the famous Apache Warrior, Geronimo. Geronimo Jones's situation is much different from Siu Mei Wong's, but in many ways their problems are similar. As you watch this film, think of how you would fill in this chart.

Give students a dittoed copy of the following chart or have them copy it from the chalk board:

1 in Siu Mei Wong is like 2 because they both represent 3.

1
The father
Chinese school
Ballet

2

3

14. Show film, then have students complete the chart.

15. Use the chart to compare the two films, underlining the similarities in the problems of Siu Mei Wong and Geronimo Jones. The chart can be filled in as follows:

2
grandfather
the medallion
astronomy

3
the traditional or "old" culture
" " " " "
the "new" culture

16. Instructor asks:

"Does Geronimo Jones reject his traditional culture?"
Discussion should establish that, like Siu Mei Wong, Geronimo Jones hopes to find a common ground. Possibly he will become an astronomer like his cousin and come to realize that a scientist who reads the stars is surely the present day counterpart of the great Indian Medicine man.

17. Instructor summarizes: "In the past several days we have learned that many people in America are members of the larger national culture. Such people are bicultural. Sometimes bicultural people experience problems in deciding where their loyalties lie. Usually it is possible to find a common ground among the many cultures of America."

Title: Values and Behavior

Terminal Objective Addressed: 1

Outcomes

Students relate concept of values to behavior.

Curriculum Materials Needed: List of Values.

Time Required: 1 hour

Instructional Strategies: Small group exercise, instructor summary.

Activities

1. Instructor Summarizes:

"Our language, our customs, our style of dress, our food, preferences are all due to our cultural background. Our cultural background also determines what we value. Values are invisible but are very important in our lives. Cultural values are learned and we use them as a yardstick to measure everything by. Let me show you what I mean."

2. Present students with the following list of values:

- to be courageous
- to be gentle and forgiving
- to have fun
- to be honest
- to be independent
- to be loyal to one's beliefs
- to be polite
- to be powerful
- to be physically strong
- to be self-disciplined
- to be rich
- to be superiors to others
- to be surrounded by beauty
- to treat people as equals
- to be well-liked
- to be a winner
- to be wise
- to be young and healthy

3. Ask each student to rank these items from 1 to 17 in order of their importance to him or her personally. Allow 15 minutes.

4. Now divide the class into four or five groups and tasks the

groups to come up with a group rating. Allow 15 to 20 minutes.

5. Have a chair person from each group report on their group's rankings. Instructor points up common rankings and tries to establish a composite for the class.

6. Instructor says:

"Our class does not fully agree on values, but we do have many values in common. How would a person from another culture rank these values? Try to put yourself in the mind of Geronimo Jones' grandfather and rank these values as you think he would. Be ready to justify your rankings." Allow about 10 minutes for this exercise.

7. Discuss the "grandfather's" rankings and compare to the classess. Conclude by re-emphasizing the close relationship between culture and values.

8. Note: If time runs short, assign item 6 as homework and process next day.

Title: Behavior and Classification Systems

Terminal Objective Addressed: 1

Outcomes

Students learn that frame of reference emerges from total experience.

Curriculum Materials Needed:

1. Prepared transparencies from Audio-Visual Kit for the U.S. History Course, Holt Social Studies Program.
2. Overhead projector and screen.
3. Container items listed in activity #10 below.

Time Required: 1 hour

Instructional Strategies: Teacher demonstration, group classification exercise.

Activities

1. Instructor projects transparency showing the following terms:

shark	tuna	pike
turkey	condor	eagle
rabbit	ostrich	sheep
cat	lion	pheasant
grouse	black bass	collie dog
rainboat trout	elephant	barracuda

Ask the students to classify the items into two or more groups and be prepared to explain the classification system.

2. Since all of the items are names of animals, students will tend to classify them biologically. Ask students to present their systems and explain them.
3. Instructor projects transparency showing an alternate classification system, based on number of syllables. Asks class to decipher system. Ask them why no one in the class used such a system. Most will probably claim that they were thinking of the word's "meanings."
4. Project another alternate classification system based on the number of letters in the word. Ask students to decipher the system.

5. When someone succeeds, ask students, "What kind of person might have classified these words by syllables or number of letters. If no one mentions it, point out that a non-English reader might have used such a system.
6. Ask students, "What determines the way we classify information on objects. They should bring out the idea of background experiences. Introduce the term frame of reference and the idea that it stems from our background experience.
7. Transition statement: When people behave differently with the same information or items it is valuable to know the frame of reference and the classification system they are using.
8. Ask the class, "What is the American system for classifying numbers?" Elicit or point out the idea that we have a base 10 number system.
9. Present students with some examples of the Maya Indian base 20 number system:

	<u>Mayan Numeral</u>	<u>Translation</u>
	.	= one 8000
8,144	0	= zero 400's
	..	= seven 20's (5 is represented by a bar)
		= four 1's

Ask students to decipher the system. Give them several other Mayan numerals to help out. After the class deciphers the numerals, assign them for homework to write five numbers using the Mayan system.

10. Instructor says, "Now lets classify some items I have here." Presents students with a series of containers as follows:
 - a. Shoulder bag
 - b. Easter basket
 - c. Sugar bowl (glass with handles)
 - d. Frying pan
 - e. Pot with one long handle
 - f. Pot with 2 side handles
 - g. Wicker bread basket
 - h. Wastebasket made of fiber material
 - i. Cake pan
 - j. Cookie tin
11. Ask students to identify and classify items.

12. Rearrange the items into a classification system used by Apache Indians as follows:
 - a. Items with no handles-made of metal which can be put in fire.
 - b. Items with handles-made of metal-can be put in fire.
 - c. Items with no handles-cannot be put in fire.
 - d. Items with handles-cannot be put in fire.
13. Help students decipher system. Ask them how people having different classification systems for the same items might have trouble communicating. Elicit idea that we call things by several different names that Apaches have only one word for. We might want a shoulder bag and get an Easter basket.

Give students some examples of how different classification systems cause communication problems.

Here are two:

1. A Peace Corps teacher says "Okie doke" to African students and they hear "O.K., dog!"
 2. Peace Corps trainees in Hawaii mistake a Sumo wrestling ring for a picnic pavilion.
14. Summary statement: "People have different classification systems based on their particular frame of reference. A frame of reference comes from background experience or culture. To communicate with people of different cultures it is helpful to perceive the classification systems they are using."

Title: Behavior and Background

Terminal Objective Addressed: 1

Outcomes

Students understand that one's perceptions (and thus, one's behavior) is determined by what comes before; that is, by background experiences.

Curriculum Materials Needed: Three (3) Heads of Women slides.
Adjective checklist.

Time Required: 20 - 25 Minutes.

Instructional Strategies: Experiment, demonstration, discussion.

Activities

1. Instructor prepares slide projector and screen prior to class entry.
2. Instructor arbitrarily divides class into two equal groups and hands out paper and pencil to each student.
3. One group is told to turn their backs to the screen, while the 2nd group continues to face the screen.
4. Instructor projects on the screen the unambiguous head of young woman and asks the class to study the picture carefully.
Hold for exactly ten seconds and turn off projector.
5. Instructor then projects the ambiguous head of a woman and asks the class to study the picture carefully. Hold for ten seconds and turn off projector.
6. Instructor asks group to write down the age of the woman in the first and second pictures.
7. Instructor now asks the groups to reverse their positions so that the other group now faces the screen.
8. The same procedure is repeated with one important exception: The first picture shown to this group is an unambiguous old woman.
9. After students record the results of their perceptions, have the entire class compare the way the two groups perceived the ambiguous pictures. If all goes well, most of the 1st group will have seen a young woman, while most of the 2nd group will have seen an old woman.

I-6 Continued

10. Review the slides with the class, showing them how you conditioned them differently.
11. Ask class, "Why did the two groups see the same picture so differently?"
12. "What has this got to do with the way different cultures act in real life?"
Elicit idea that Background experiences make us see the same thing differently.
13. Instructor should use above as Summary Statement.
14. Instructor has one half of group stand in hall. Tell the group in the classroom that they are going to hear a 5 minute lecture by Host National who is friendly towards U. S. Goes outside and tells group in the hall they are going to hear lecture by Host National who is violently anti-U.S.
15. Host National delivers 5 minutes lecture on Puerto Rico containing the following elements:
 - a. Effusive greetings
 - b. Pride in country
 - c. Some accomplishments
 - d. Challenge to class to explore
16. Instructor gives adjective check list and has class respond to Instructor.

Adjectives

The lecture was: (check 5)

Friendly	Mostly false
Unfriendly	Pro-American
Knowledgeable	Anti-American
Ignorant	Sincere
Mostly true	Insincere

17. Instructor summarizes differences in group responses and summarizes as in No. 12. Our expectations also direct our perceptions.

Title: Spanish Language Lab 1

Terminal Objective Addressed: 4

Outcomes

Understand utility of practical Spanish.

Curriculum Materials Needed: Ditto sheet of phrases to be learned.
Spanish-speaking native or tapes or records.

Time Required: 1 hour

Instructional Strategies: Lecturette, group practice, and individual practice.

Activities

1. Lecturette: Instructor will stress the necessity of communication. The course is not a language course but "stuff to use." Instructor will emphasize:
 1. Need to present a positive image overseas. We are representatives of the Navy and the United States.
 2. The more we are able to communicate, the greater will be our image and personal satisfaction. People communicate attitudes and feelings. Host nationals sense how we feel about them. The better we understand each other, the more we will be able to enjoy each other. Good relationships benefit all of us.
 3. A little language goes a long way. With a little preparation you can have enough language facility to feel comfortable and be at ease.
2. Group Practice
 1. Give list of phrases to each one in group.
 2. Have students add to the list other phrases they have learned and found useful in both languages.
 3. Read the phrases in both languages.
 4. Practice individually and together. Break into small conversations with phrases listed.
 5. Utilize a native speaker or use tapes and records.
 6. Encourage students to say in Spanish "I don't know" or "I don't understand" when necessary.

IV-1 Continued

7. Stress again that you are not trying to teach them (students) to master another language.
8. Ask students who have some command of Spanish to relate experiences they may have had in Puerto Rico.

3. Phrases

1. Assign students to apply usage of phrases introduced with a Spanish speaking person.
2. Ask students to learn phrases on ditto sheet.

List of Phrases

Good Day
Good Evening
How are you?
My name is
What is your name?
please
thank you
excuse me
goodbye
yes
no
I do not understand
sir
madam/mrs.
Miss
today
tomorrow

Buenos días
Buenas tardes
Cómo está usted?
Me llamo
Cómo se llama usted?
por favor
gracias
perdóneme
adiós
sí
no
no entiendo
señor
señora
señorita
hoy
mañana

Title: Spanish Language Lab 2

Terminal Objective Addressed: 4

Outcomes

Learn basic greetings, social courtesies, farewells.

Curriculum Materials Needed: Ditto sheets, film, demonstrations.

Time Required: 1 hour

Instructional Strategies: Ditto sheets, practice groupings, filmstrip.

Activities

1. Five minute practice session with worksheets from previous lesson. Incorporate with roll-call: i.e., Juan? Presente. ¿Cómo está usted? Bien, gracias, y usted? Maria? Presente. ¿Está bien hoy? Sí, señor, Gracias.
2. Determine reaction to assignment.
 - a. Instructor ascertains students feelings when they tried to employ their "survival phrases."
 - b. Instructor ascertains how students perceived the reaction of a Spanish-speaker to the students initial efforts. With data from a & b, instructor will attempt to allay students fears. He might say, "How did you feel the first time you heard a foreigner speak English?" Then the instructor must stress that to the Spanish-Speaker the students' accent is different.
 - c. Instructor will elicit most common area(s) of difficulty. For example, most students will experience problems with comprehending the Spanish-speaker's pronunciation. Instructor will put on the board: "Jeetyet" "Nojoo." Ask students to interpret these two words. They are quite common American-English usages. The first is, "Did you eat yet?" and the second, "No, did you?" Other examples may come to mind - use to stress that the native speaker of a language employs short-cuts that make the language unintelligible to a non-native speaker. Another item would be the continental tendency to swallow final "g's" as in goin' vs. going, seein' vs. seeing, etc. Instructor says, "A common trait here is to drop the final "s" as tre vs. tres, bueno día vs. buenos días, etc. Now we have something in common - many of us tend to munch on our words and mangle them."

IV-2 continued

3. Practical Demonstration

- a. Set up practical demonstration of items and contrast proper and improper usages. For instructor/student exchange:

Instructor

"Buenos Días"
"Bueno Día" (Rapidly)
"¿Cómo está usted?"
"Jeetyet?"

Student

"Buenos Días, Señor"
"Perdócheme?"
"
"

(Here instructor stops and points out the normal rapidity of Spanish-Speaker and contrasts it with the rapidity of English used by a native English-speaker. Introduce the phrase "Por favor, habla mas despacio." (Please speak more slowly) Begin exchange again, stressing good enunciation and gradually increase the speed of delivery. (Instructor addresses himself to various students at random).

Continue with student/student exchanges with instructor acting as a monitor. Instructor must stress proper pronunciation and discourage excessive speed.

- b. Review students reactions to demonstration. Instructor will stress gradual adjustments and feeling of comfort with the language.

Terminal Objective Addressed: 4

Learn how to ask for directions; how to count from 1 through 30; learn time interpretation.

Curriculum Materials Needed: Ditto sheet of directions, posters, situations, etc.

Instructional Strategies: Lecturette, group practice, individual practice.

Lecturette:

Communication is one of the most important things in a foreign country. When people come together from different countries, the problem of communication is magnified. In order to minimize such a problem you will be taught how to ask for directions; how to count; and time interpretation.

1. Activities - warming up exercise of previous material. By using posters.
 1. Group repetition of commonly used words, phrases, and sentences: aquí, allí, allá, adelante, a la derecha, a la izquierda, donde está _____?, Donde queda _____?, doble, vire, etc.
 2. Individual repetition.
 3. Use role playing for practical application (as per conversation unit).
2. Group repetition of numbers 1 through 10, 11 through 20, and 21 through 30.
3. Individual repetition for above.
4. Teacher - explain addition +
subtraction -
multiplication x
5. Teacher - have students practice simple equation.
6. Teacher - explain how to read time (hour, minute, plurality, and gender)

IV-3 continued

7. Dummy clock
Questions and answers period
Have student play roles

Assignment:

Distribute handouts at end of hour to serve as assignment to practice.

Title: Language Lab: Interview Technique

Terminal Objective Addressed: 4

Outcomes

Students will learn essential elements of appropriate interview techniques.

Curriculum Materials Needed:

Time Required: 1 hour

Instructional Strategies: Role play and lecturette.

Activities

1. Instructor introduces activity by stating importance of first impressions when attempting to obtain information.
2. Lecturette: Instructor role plays interview using inappropriate techniques:
 - a. What? Topic decided from field trip plans.
 - b. Where? Plaza, restaurants, offices, schools, etc.
 - c. Who? Store clerks, officials, school children, people in plaza.
 - d. How? Go into process step number 3.
3. Instructor role plays interview using inappropriate techniques:
 - a. Speaks in English.
 - b. Omits common courtesies.
 - c. Asks for information directly.
4. Elicit from group suggestions to improve techniques.
 - a. Greeting in Spanish.
 - b. Ask, in Spanish, if the person speaks English.
 - c. Tell about yourself.
 - d. Let Host National be the teacher.
5. Instructor has students role play with each other appropriate techniques.
6. Instructor summarizes:
 - a. Use judgement, as you would at home.
 - b. Tell about yourself.
 - c. Establish a teacher-student relationship.
 - d. Approach...Ask for directions as lead into other subjects.

Title; Field Trip I

Terminal Objective Addressed: 1, 2, 3, 4, 5, 6

Outcomes

Provides structured immersion in the culture.
Allows research in individual areas of interest.
Gives practice in using language.

Curriculum Materials Needed: Handout on interest areas with local examples.

Time Required: 6 hours

Instructional Strategies: Lecturette, small group exercise, field trip.

Activities

1. Instructor briefs students on purpose of field trip. He explains that:
 - a. Field trip provides a structured experience in getting into the culture and interacting with local people.
 - b. Field trip allows them to practice and see utility of learning some Spanish.
 - c. Field trip provides an opportunity to research areas of local interest in terms of availability in the local culture.
2. Instructor divides groups into teams of 2 people and has them choose one of the following areas to pursue: Foods, religion, history, agriculture, recreation, politics, education, transportation and lodging, cultural, professional, social welfare, industry. In areas where more than two students choose a category, the instructor divides them into sub teams within each interest area. In presenting list, instructor gives examples from each area.
3. Small Group Exercise....Students assemble in pairs and develop an outline of questions to ask and strategies to use in getting the information required. Each pair then reports briefly to the group on their proposed plans and get approval.
4. Instructor informs students of necessity of keeping accurate records of their trip, including contacts made and their subjective impressions and feelings about themselves during the experience.

UNIT X continued

5. Instructor explains that they will be interviewed on their field trip experience when they complete it.
6. Students should travel in groups of not more than two people.
7. In addition to research area, instructor informs group that they should perform as many of the following specific tasks as possible:
 - a. Go to grocery store and get prices for 3 items.
 - b. Go to public school and write down 3 major differences between this school and yours. Give detailed directions as to location of school from Plaza.
 - c. Visit a publico site and get fares to Roosevelt Roads, Humacao and San Juan.
 - d. Go to a sports shop and get prices on three items you are interested in.
 - e. Go to a clothing store and get the price of Levi's.
 - f. Find a record store in Fajardo and get the name of the current top selling record in Fajardo.
 - g. Purchase lunch in a Fajardo restaurant.

Field Trip Schedule.....

8:00 — 10:00	Field trip briefing, small group exercise.
10:30	Arrive in Fajardo
10:30 — 2:00	Complete assignments in Fajardo.
2:00	Return to base.

Title: Field Trip Reports

Terminal Objective Addressed: 1, 2, 3, 4, 5, 6

Outcomes

Processing of field trip experience.

Curriculum Materials Needed: Interview summary sheets, list of values from sequence #6.

Time Required: 1 hour

Instructional Strategies: Interview, instructor led discussion.

Activities

1. Instructor arranges classroom so that students are seated in a circle.
2. Each team reports on its field trip experience.
3. Instructor interviews each team:
 - a. Where did you go?
 - b. What happened there?
 - c. Where did you go next?

Instructor verifies completion of general and specific tasks.

After each team has reported factual data instructor elicits affective data.

- d. How did you feel when he did that?
 - e. What happened to make you feel that way?
4. Instructor summarizes:

Commonalities of experiences.
Similarities and differences in subjective impressions.
Encourages students to summarize what have we learned.
5. Homework Assignment: Present each student with same list of values used in sequence #6. Assign students to rank the values as most Puerto Ricans would. Tell them to use their field trip experience and other experiences with Puerto Ricans as a basis for their rankings. Collect rankings next day and make a composite class ranking for use in sequence #18.

Title: Cultural Simulation

Terminal Objective Addressed: 2

Outcomes

1. Understand the effects of sets on the adaptive process.
2. Understand emotional reactions to cultural immersion.
3. Understand common coping behaviors which result.

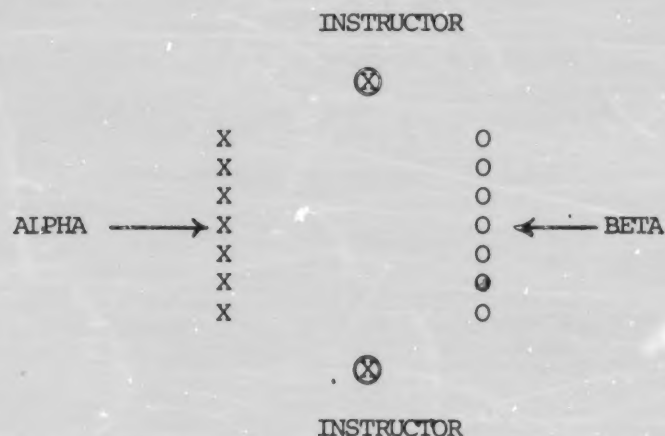
Curriculum Materials Needed: Cross Cultural Simulation Manual; 1 hour videotape.

Time Required: 3 hours

Instructional Strategies: Simulation

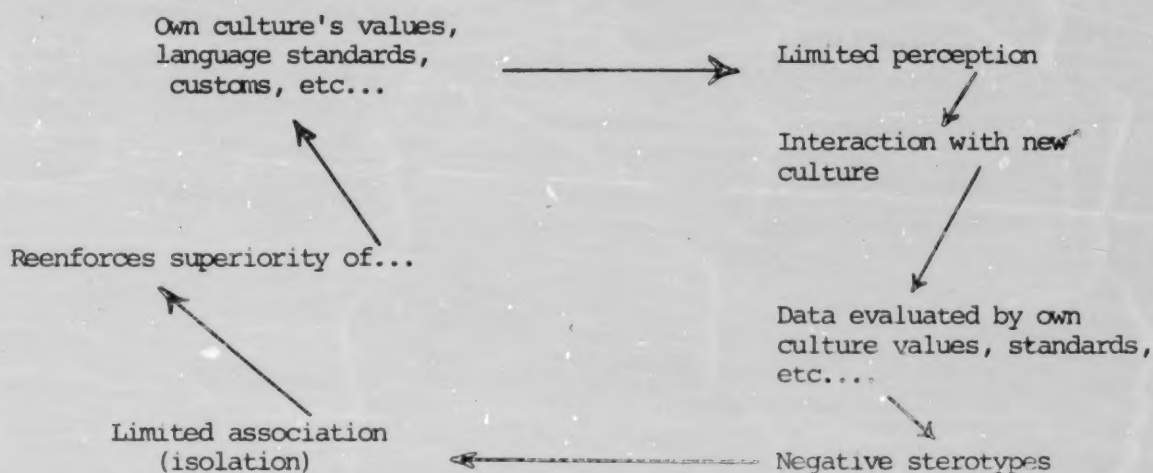
Activities

1. Introduce exercise by giving orientation briefing on page 8 of the Cultural Simulation Manual.
2. Conduct the exercise as directed in the Cultural Simulation Manual. (Appendix I)
3. Upon completion of the exercise, give both cultures a 5 minute break, but forbid anyone to talk to anyone from the opposite culture.
4. Reform large group as shown below.



5. One instructor guide discussion while the other writes remarks on chalkboard.
6. Ask members of Alpha, "How did you find the people in Beta culture?"

7. Ask the members of Beta the same question.
8. Ask the members of Alpha, "How did you feel while you were visiting Beta?"
9. Ask the members of Beta the same question.
10. Ask the members of Alpha, "How did the Beta people appear to you when they were visiting your culture?"
11. Ask the members of Beta the same.
12. Ask the members of Alpha to describe their own culture in terms of their values, customs, language, etc.
13. Ask members of Beta to do the same.
14. Encourage any additional comments.
15. Give lecturette on usual adaptation cycle using examples from cultural simulation exercise.



16. Lead guided discussion on how to break the cycle, ie:
 - A. Increase association
 - B. Increase input of actual data
 - C. Attempt not to evaluate data about new culture by own cultures values and standards.
 - D. Attempt to guess new culture's values, etc., use new data to support or modify original guess.

Title: Coping With A New Culture

Terminal Objective Addressed: 2

Outcomes

- II-1 Understand the effect of sets on the adaptive process.
- II-2 Understand the emotional reactions to cultural immersion.
- II-3 Understand common coping behaviors which result.

Curriculum Materials Needed:

16MM Film Projector

Film: The Immigrant Experience: The Long, Long Journey

Time Required: 1 hour

Instructional Strategies: film, guided discussion

Activities

1. Instructor says:

During our field trip and cultural simulation game each of us had a chance to test our own feelings and perceptions when suddenly thrown into a foreign culture. It might be a good idea at this point to look at the experiences of people from other lands who immigrate to America and experience America as a "foreign culture." Today we will see a film about a Polish family that immigrates to America in the early part of this century. As you watch the film, see if you note any feelings or perceptions experienced by the immigrants that are similar to your own feelings during the field trip or simulation game.

2. Show film.
3. Refer students to cultural interaction cycle (see item 15, sequence #15). Instructor asks, "Why is "becoming an American" such a long, long journey for Yahnik and his family." Take several general answers.
4. Instructor asks, "Can anyone point out instances in the film where Yahnik or members of his family did not have the necessary skills or information to interact successfully in American culture?"

Students should point out his hat, his language problems, his ignorance of how to eat a banana, etc.

5. Instructor asks, "Did any of you have experiences similar to Yahnik's on your field trip or in the simulation game? Take several experiences from students."
6. Instructor asks, "What was the response of Yahnik's family to their troubles?"
Discussion should bring out that the family increasingly rejected ~~America~~ and retreated into a protective Polish "ghetto". Yahnik had to quit school, Polish was re-established as the home language, and Yahnik's father, saying "America no good for us" turned more and more to the Polish church for solace. If students do not mention the church, ask a question about it.
7. Can you think of any examples of how you might, like Yahnik's family, have done things on the field trip or in the game to restrict your contact with the foreign culture? Take several experiences.
8. Instructor summarizes, "We have seen why becoming an American was a long, long journey for Yahnik, but we have also seen that anyone who moves into a new culture has a long and difficult journey. Later in this course, we are going to learn some skills that might make this cross-cultural journey a little bit easier for us."

Title: Non-Verbal Gestures

Terminal Objective Addressed: 5

Outcomes

Learn commonly used gestures and facial expressions

Curriculum Materials Needed: Bostain Movie on non-verbal communication

Time Required: 1 hour

Instructional Strategies: Film, directed discussion, patterning

Activities

1. Instructor begins: "Have any of you ever watched a local TV program or movie? How would you compare the reactions of, say, John Wayne and Cantinflas? (Perhaps use Mat Dillon and Festus from "Gunsmoke", or other appropriate pairings) If you were seeing them for the first time, which would you consider to be a "typical" Continental? Why?" Lift responses and point out our habit of stereotyping.
2. Instructor: "Okay, we have varying opinions. Let's watch this movie and see if it gives us any clues to why different people act differently." Show Bostain film.
3. Instructor elicits comments on film. Compare comments with the following listing:

Non-Continental

- a. Hand movements
- b. Mobile face
- c. Voice elevation
- d. Shrug
- e. Touching
- f. Chin point
- g. Move
- h. Nose "blink"

Continental

- Rigidity of body
- Freezing of facial features
- Use of heavier voice
- Rigidity of body
- Avoidance of touching
- Frozen face
- " "
- Raised eyebrow

4. Instructor illustrates local norms of touching, interaction, i.e.
 - a. Woman hugging in public
 - b. Parental tactility toward children
 - c. Shoulder thumping (male)
 - d. Elders initiating actions
 - e. (Note for stress) If only acquaintances, above behaviors do not obtain... Handshake or nod of head substituted..

5. Instructor draws comparisons between Continental and non-continental behavior standards, pointing out differences only in degree and volubility.
6. Instructor: "We have seen a variety of behaviors that may or may not be strange or even threatening to us individually. We have also talked quite a bit about why and how people use different gestures, etc., to say much the same thing. Over the next two days I'm going to ask you to jot down gestures, facial expressions, etc., that you find different from your own and we'll see how you read those gestures."

Title: Stereotyping

Terminal Objective Addressed: 2

Outcomes

Understanding the effects of sets on the adaptive process

Curriculum Materials Needed: Board

Time Required: 1 hour

Instructional Strategies: Instructor led discussion, Inter-student reactions

Activities

(Note: Instructor begins unit cold with objective of outraging student's sensibilities)

1. Instructor says:

"All Dutch are blond and fat"
"All Englishmen are stuffy"
"All Italians talk funny"
"All Germans are cruel"
"All Chinese are sneaky"
"All Arabs are guerrillas"

By this juncture students will be voicing objections. Instructor asks, "What?" and singles out several responses. Tie in with former mention of stereotyping habit. Transfer emphasis to local setting, i.e.

"All Puerto Ricans carry knives"
"All Puerto Ricans are anti-American"
"All Puerto Ricans smoke pot"
"All Puerto Ricans are cruel to animals."

2. Students are given a short time to list their 3 pet stereotypes of locals. After the listing is made, display items of greatest frequency on the board. Allow/encourage students to disabuse each other of non-factual ideas. Note: Instructor must play low profile role to avoid setting responses.
3. Instructor displays listings of how students felt (gut level) on first field trip and the cultural simulation game. The object is to re-inforce established ideas of "it's right because it was learned that way" and "differing surroundings/environments elicit differing behaviors".

4. Instructor presents the composite class rankings of "Puerto Rican" values from the homework assignment given at sequence #14.

Instructor asks:

"What information do we get from these rankings- information about Puerto Ricans or information about Americans?" Discussion should refer to cultural interaction cycle used in sequence #15 and to the idea that we filter others behavior through our own cultural sets.

5. Instructor summarizes,

"We have seen that stereotyping, especially negative stereotyping is a very common even natural, process that is often a part of people's efforts to deal with different cultures. We have learned also, that stereotyping is usually mis-leading and harmful to success in a new culture because it results from a superficial evaluation based on our own culture's values and standards. Our stereotypes of other cultures usually tell us more about ourselves than about the other culture."

Title: Puerto Rican Politics and History Simulation

Terminal Objective Addressed: 6

Outcomes

Curriculum Materials Needed: Simulation handouts

Time Required: 3 hours

Instructional Strategies: Role play and guided discussion

Activities

1. Divide the class into ~~four~~ equal groups.
2. Give Cirotreup handout to Cirotreup, European Unity Party, Socialist Party and Progressive Party groups. Give individual party handout to each group.
3. Give Nacirema and Nacirema government handouts to Nacirema group.
4. Hand out action proposals.
5. Conduct exercise and keep running score on each action proposal on chalkboard. Periodic "Newsflashes" such as new presidents elected, Russian reaction to events, labor strikes etc. may be added during the exercise.
6. On completion of exercise conduct guided discussion on the exercise. Develop the following point:
 - a. What are the countries of Nacirema and Cirotreup?
 - b. What languages are Sinaps and Silgme?
 - c. How did students feel when they weren't allowed to use their own language in school?
 - d. Compare perceptions between the Naciremans and Cirotreupeans.
 - e. What alliances formed? Does this have any relation to current events?

ACTION PROPOSALS

1. All school subjects will be taught in Sinaps vice Silgne. Silgne is still a required course. This change will be funded by Nacirema and will cost \$1,000,000.
2. Make a law requiring the people of Cirotreup to elect their own Governor.
3. Cirtreupeans will pay Naciremas taxes.
4. Make a law so that Cirotreupeans aren't subject to the Nacireman military draft, but can volunteer for military service.
5. The teaching of Silgne is eliminated from all schools.
6. Attempt an assassination of the president of Nacirema in protest of oppressive policies toward Cirotreup.
7. Send 25 CIA agents to Cirotreup to counteract activities of political agitators.
8. Establish several large Nacireman military bases in Cirotreup.
9. Require all schools to use books written in Sinaps by Cirotreupeans and published in Cirotreup. Presently all school subjects are taught using Nacireman textbooks which teach about life in Nacirema and have practically no mention of Cirotreup. This change will cost \$2,000,000 and will be paid for by Nacirema.
10. Allow Cirotreupeans set their own tariffs and to import any goods they want. Presently, all imported goods must be shipped in Nacireman ships and are subject to Nacireman tariffs.
11. Change the official language from Silgne to Sinaps.
12. Cirotreup will establish its own government and make its own laws. However, no law can be made which violates the Nacirema constitution.
13. Cirotreup becomes an independent country.
14. Cirotreup becomes an incorporated state of Nacirema.
15. A Nacirema constitutional amendment is passed which guarantees protection to Cirotreup and allows them to make their own laws even if these laws are in violation of the Nacirema constitution.
16. Lower the minimum wage in Cirotreup. This would benefit the Nacireman manufacturers and would bring in more tourists.
17. Grant automatic tax exemption to large industries wishing to establish factories in Cirotreup.
18. Grant Cirotreup the right to control its own immigration.

CIROTREUPEAN SOCIALIST PARTY

You are a member of a Cirotreupean political party. Your party's goals are:

- a. To establish Sinaps as the official language.
- b. To have all schools taught in Sinaps.
- c. To become an independent country and establish a form of government which is different than that of Nacirema.
- d. To preserve the culture of the Cirotreupean people and prevent it from being corrupted by the Nacireman people in your country.

CIROTREUPEAN UNITY PARTY

You are a member of a Cirotreupean political party. Your party's goals are:

- a. To maintain the protection you now receive from Nacirema.
- b. To maintain your cultural identity.

CIROTREUPEAN PROGRESSIVE PARTY

You are a member of a Cirotreupean political party. Your party's goals are:

- a. To ultimately become a state of Nacirema with full rights of Nacirema citizens.
- b. To have as many Cirotreupeans as possible learn Silgne.

CIROTREUP

You are a citizen of a country called Cirotreup. Several hundred years ago, your country was taken over by a country called Niasp. Until 1898 you were a colony of that country. In 1898 Niasp lost a war to Nacirema. As a result of this war Cirotreup became a possession of Nacirema. Although your culture is different than Nacirema, you are still a citizen of that country. Your official language was changed to Silgne and all school subjects are taught in Silgne. You don't pay taxes to Nacirema and therefore have no vote or representation in their government. However, you are still subject to all laws made in Nacirema. Also, Cirotreup, is governed by a Nacireman governor appointed by Nacirema. You are also subject to the military draft of Nacirema.

NACIREMA

You are a citizen of a country called Nacirema. Your country is extremely powerful and has been a leader in world politics. Also, you are proud of your culture and form of government and want to help less fortunate countries develop as yours has done.

In 1898 you defeated Niasp in a war and received the country of Cirotreup as a prize. This country is small, poor and of little importance. However, it is located in a strategic area and is a popular resort spot for Naciremans. Also, because of its poor economy, many Nacireman manufacturing companies have been building plants in Cirotreup and are using Cirotreupeans as a cheap source of labor. Because of the money from Nacireman tourists and manufacturers, Cirotreup has had a rapidly growing economy and is one of the most developed of the underdeveloped countries. Maciremans often refer to it as a "Showcase of the Nacireman form of government."

Although the people of Cirotreup speak a foreign language called Sinaps, the Nacireman language of Silgne is their official language. Also, since the Cirotreupeans don't have to pay taxes, they, of course, may not vote in Nacireman elections. The Cirotreupeans are subject to your military draft and have served proudly in several wars.

INSTRUCTIONS TO STUDENTS

Each of you has been assigned to one of the specific interest groups shown on your handouts. During the exercise you are required to forget your present position or status in life and to assume the position and role of a member of your assigned interest group.

On the action proposal handout you see listed various proposals, some of which are of particular concern in either a positive or negative way to your interest group. Your task in this exercise is to convert to fact those action proposals that are favorable to your interest group. Keep in mind that some of the action proposals are not in the best interest of your group and you therefore do not want to see them become fact.

Each interest group is assigned points as follows:

<u>Interest Group</u>	<u>Points</u>
Nacireman Government	20
Cirotreupean Progressive Party	10
Cirotreupean Unity Party	10
Cirotreupean Socialist Party	5

Additional Rules

1. The Nacireman government may veto any two proposals. These vetoes should be used with caution since it may offend the Cirotreupean people. (The use of a veto automatically gives the socialists an additional -10 negative points- This remains secret until the veto is used.)
2. The Cirotreupean Socialist Party has an additional -20 points which it can use any time during the exercise to take points away from one or more proposals.
3. Between round 8 and 9 - if Nacirema has established bases in Cirotreup give a "Newsflash": "The USSR has denounced Nacirema for its actions and gives clandestine aid to the Cirotreupean Socialist Party. (This action gives the Socialists an additional negative 10 points to use).

The exercise consists of ten rounds. On each round each interest group will have 5 minutes to assign their points. You may distribute your points among several of the action proposals or concentrate on only one. When an action proposal receives a total of 45 points, it will become a fact. Points must be assigned within the limit given. If an interest group is unable to make a decision within the time allotted, the uncommitted points will be forfeited to the Nacireman government.

Periods of time for negotiation between interest groups are scheduled after rounds 2, 4, 6, 8 and 9. There will be no open discussions or negotiations between interest groups at the times. The first two negotiation periods will be 5 minutes long and the last 3 periods will be 10 minutes long.

NACIREMAN GOVERNMENT

You are a member of the Nacireman government. Your government's goals are:

- a. To maintain its present position as a world power for peace.
- b. To assist less fortunate countries in learning your culture and adopting your form of government.
- c. To maintain Cirotreup as a showcase of your form of government.
- d. Maintain Cirotreup as a strategic military stronghold.
- e. Maintain the manufacturing and tourist industries in Cirotreup.

Title: Puerto Rican Family Structure and Values

Terminal Objectives Addressed: 6

Outcomes

- a. Learn the structure of the Puerto Rican family
- b. Learn the key family values and traits

Curriculum Materials Needed:

1. Dittoed copies of four (4) hypothetical cases which present family crisis situations that demand resolution:
 - a. Mary's Big Day!
 - b. Avon Calling!
 - c. What to do about Mama
 - d. Unexpected Visitors
2. Dittoed copies of Information sheet on family structure and values.
3. Film: When Parents Grow Old

Time Required: Four (4) hours

Instructional Strategies: role play, note-taking, directed discussion, film presentation.

Activities

1. Hand out dittoed copies of "Mary's Big Day!" to students. Read the story loud.
2. Tell the class that the situation must be resolved, that the story must be given an ending. Select three volunteers and assign them to the roles of Mary, Fred and the mother. Task them to role play a resolution of the situation.
3. Tell the class to observe the role play carefully and note to themselves their personal feelings about the "proper" behavior in each role.
4. Process results with these questions:
 - a) Would you have played these roles the same way? Differently? How so? Why?
 - b) How would your mother have reacted in this situation?
5. Repeat the role play, but this time have a Puerto Rican resource-person; preferably a mother; play the role of the mother in the situation.

This person will be pre-tasked to behave according to traditional Puerto Rican social norms.

6. Prior to the second role play, task students to make notes describing the behavior of the "Puerto Rican Mother" as fully and accurately as they are able.
7. Process results of role play and notetaking by asking various students to read their descriptions. Compare various descriptions. Insist on neutral description. Purge cultural evaluations.
8. Analytic questions for follow-up discussion:
 - a) How did the behavior of the "Puerto Rican Mother" differ from the student mother we role-played earlier? List differences.
 - b) What norms and values does the mother's behavior illustrate?
 - c) What are your personal feelings about the Puerto Rican Mothers behavior?
9. Home work: Hand out dittoed information sheets on Puerto Rican family structure and values. Task students to find two or more sentences in the paper that mention values exhibited in the second role play. Process student answers at the beginning of next hour.
10. For each of the subsequent three hours, present one of the following cases:
 - a) Avon Calling!
 - b) What to do about Mama!
 - c) Unexpected Visitors

Use the same procedures as above including, if possible, a Puerto Rican resource person for each of the key decision-making roles.

11. In presenting the lesson on What To Do About Mama, present the short film, When Parents Grow Old immediately after the "Puerto Rican" role play. If time dictates, eliminate the first student role play for this lesson. Compare the American values expressed in the film with the Puerto Rican values expressed in the role play.

MARY'S BIG DAY

Mary is a thirteen year old girl who has just moved into town. Her parents love her very much and constantly worry about her welfare. In the past they have always insisted that she come home right after school, but they decide to let Mary stay after school one Friday afternoon to watch a basketball game with a group of friends. They tell Mary to come home as soon as the game finishes. When Mary is not yet home at 6:30 p.m., her mother calls the parents of one of Mary's friends. "Marilyn is already home," she is told, the game ended at 5:45 p.m. No, Marilyn doesn't know what happened to Mary."

Mary's mother hangs up worriedly. She knows it only takes 15 minutes to walk home from school. At 6:45 p.m. Mary arrives home escorted by a tall boy who looks much older than Mary. He and Mary walk up to the door hand in hand. The boy introduces himself as Fred Morgan to Mary's mother, and says, "It's my fault that Mary is late, Mrs. Walker. She was helping me do my homework!"

AVON CALLING!

Vanessa has been married to George Reynolds for almost two years. The young couple have no children as yet. George is a big, hearty man who works long hours as a truck driver for a local company. In his free time, he likes to live it up with his friends. He bowls one night a week and never misses Sam's poker nights. Don't get the wrong idea about George, however. No matter how many beers he puts away, no matter how late he gets home, George always makes it to work next day. He is liked and respected on the job and in his community.

Vanessa limited herself to keeping house for George during the first year of their marriage, but about six months ago she became dissatisfied and bored with her role as a housewife. She is a very attractive, friendly person and, through a friend, she was offered the opportunity to work as an Avon lady selling cosmetics door to door in her spare time. At first George was not especially happy with Vanessa's desire to accept this position. "I hope you don't start yakking about lipstick and forget to come home and cook my dinner," he muttered. Vanessa promised this would never happen and pointed out that they could use the extra money. George reluctantly agreed and Vanessa became a happy, succesful Avon lady.

Vanessa was so successful, in fact, that she was invited to attend a banquet honoring the top sales ladies in the area. The banquet was held at a big hotel in the city and Vanessa arranged to attend with several of her girlfriends. She told George about the ocassion but he apparently forgot because he worked overtime on the night of the banquet and Vanessa had to leave before he got home. She put George's dinner in the oven to keep it warm, and left him a note explaining everything. She mentioned that she would probably be home "early".

George arrived home at 7:30 p.m. and found Vanessa's note. He finally went to bed at 12:00 with Vanessa not yet home. He had to work the next day, but he couldn't sleep. Finally, at 1:30 a.m., George heard a car pull into the driveway and some rather loud female laughter. He sprang from bed and was at the door before Vanessa opened it.

UNEXPECTED VISITORS

Joanne had worked for two hours preparing the roast beef dinner for Mark and the kids. Roast beef was Mark's favorite meal. Joanne called everyone to the table at about 6:00 p.m. Just as Mark was taking his first bite of the medium-rare roast, the doorbell rang. "Now who could this be?", wondered Joanne as she hurried to the door.

"Greetings and good cheer; my lady!" shouted an overly happy voice as Joanne opened the door. It was the Riley's, a couple Joanne and Mark had met just a week ago at a party. It was obvious to Joanne that the Riley's had had a few drinks. "Hi, Joanne!" said Kate Riley, "I bet you didn't think we'd take you up on your offer. You said to drop by when we were in the neighborhood, so here we are!"

WHAT TO DO ABOUT MAMA

Ed and Millie Rojak have a problem. They were high school sweethearts and have lived their entire married lives (15 years) in their hometown, only a few miles from Millie's parents. Millie has been very close to her parents, and it was a terrible shock when her Dad died recently of an unexpected heart attack.

Millie's 75 year old mother depended heavily on her husband and took his sudden death very hard. She has not been able to adjust and both Ed and Millie are concerned about her welfare. One night at dinner, Millie decided it was time to talk about it. "What are we going to do about Mama, Ed?" She's all alone in that big house and she talks to herself constantly. And she's always falling down. I'm really worried. Yesterday she left the iron on and it burned right through the pad on the board before I found it. She just smiles, and nods her head and says everything is okay. It almost makes me want to cry. Dad didn't leave her any money. All she has is social security and a little insurance money. And now with this California thing, I don't know what's going to happen."

The "California thing" was the heart of the problem for Ed and Millie. Ed worked at a branch office of a large electronics company. He made a small salary and there was no chance for advancement in the branch office. Suddenly out of the blue Ed has been offered an executive position at a much higher salary. The only catch is that the new position will require that Ed move to the main office in California. Ed and Millie have three children, the oldest is just entering high school. Their dream is to send all of their kids to good colleges, but this will probably be impossible unless Ed takes the higher paying position in California. It's the chance of a lifetime, but what about Mama?

Mama has said time and again that she was born in this town and she will die here, to be buried next to her husband.

Ed and Millie decide to talk the whole problem over with Mama and reach a decision. They are just arriving at her home now.

INFORMATION SHEET ON PUERTO RICAN FAMILY STRUCTURE AND VALUES

I. Family Structure

A. Family structure followed the Latin American (old European) stereotype in pre-industrial days. Relationships have been altered with P.R. social change but they have not disappeared.

B. Papa was boss, no questions asked. Mama was "silent partner" in household. Husband trusted wife's judgement but he made final decisions. Children respected their father but la madre was adored and any insult to her was answered with violence. Family protection of young daughters was extreme, however the values of machismo (virility) were inculcated in young men.

C. At social gatherings in the home, after the greetings, males would congregate and discuss politics, sports, or business. Women went off in a corner and discussed family matters. Girls led sheltered lives; boys were more pampered and encouraged to explore.

D. Women have been "liberated" to the extent that they travel more, contribute their wages to the household welfare, and are more "vocal partners" than before. However, working wives have maintained their femininity. Middle-class women may drive a family car to shop alone at the market or department store whereas it used to be only with the husband along. Women now can work in the teaching profession, clerical and factory jobs. However, while husbands regularly go out with the boys to play dominos or attend cock fights, wives are not supposed to socialize without their husbands. Many men do not allow wives to wear "sexy" clothing such as mini-skirts.

E. Male is still dominant/important figure, somewhat tamer macho.

F. Divorce does occur in the city. The custom of chaperoning has relaxed but young girls are still watched much more carefully than in the states. Teenage couples are now seen at movies, the beach, school campuses, etc. More relaxed in the city than in the country.

II. The Extended Family

Traditional extended family: parents, grandparents, children, cousins, uncles and aunts lived in close proximity. This is also undergoing a change. The extended family guaranteed that no orphaned child of a relative would remain homeless. If any member met misfortune he would not go hungry or lack a place to sleep. There was always someone available in a crisis or ready to dip into savings or for an emergency trip to the hospital. Someone to help get you a job or do you a favor. Today with Suburbia, with a husband, a wife, and their children under one roof, they are isolated from rest of family and relatives. But old patterns still tend to remain. Geography tends to loosen the ties of the extended family but relatives still try to live near each other and their social life largely consists of visiting each other on weekends. Many elder parents still count on sons or

daughters to make space for them if they can not provide for themselves. There is still a tendency for the family to stick together as a unit or in close proximity. Transfer of authority is from father through eldest son downwards. Protectiveness towards girls still exists. There is a high level of love tolerance from father for children. This tends to make him over-protective of his children.

III. Machismo

In pre-industrial days, the typical family followed the Latin American (and old European) stereotype: papa was the boss, no questions asked. Mama was the "silent partner" in the household. He would announce the final decision, while she remained quietly in the background. The value of machismo (virility) were inculcated in the young men while family protection of a young daughter's virginity amounted to an obsession. What do you think would happen to this concept after marriage? After marriage, the pattern of the "worldly" husband and the wholesome, stable, home-oriented wife continued. These relationships have been altered with Puerto Rico's social change, but they have not disappeared. How has Puerto Rico's social change affected the man? The man is somewhat tamer machismo, although he rarely if ever attains the amiable docility depicted in the stereotyped image of the american father on some U.S. television shows.

IV. Persmalismo (personalism)

This is an old fashioned antijoiner, a belief in the innate worth and uniqueness of each man (not necessarily the equality of all men) and is another traditional value. A strong faith in person-to-person contact and skepticism as to the value of impersonal procedures is another aspect of persmalismo. To "really get things done," there is no substitute for a face-to-face meeting.

V. Humanismo (humanism)

Another trait with Puerto Rico's Latin American roots. In Latin America, nations have been led by either strong-armed military caudillos (the macho) or eminent intellectuals (the humanist) such as Gallegos of Venezuela, Sarmiento of Argentina, and Bosch of the Dominican Republic. A list of Puerto Rico's holidays shows Puerto Rico's heroes were activists but were also men of letters.

Perhaps due to the value of respect and dignity, Puerto Ricans are a sensitive people, who avoid direct confrontations if someone's feelings may be injured.

Doing things "a la buena" (in a nice way) is the preferred method to settle any dispute. Resistance to someone else's views is usually via the "pelea munga" ("literally relaxed fight") of passive non-cooperation.

Hospitality characterizes Puerto Ricans.

"Esta es su casa" (this is your house)

"A la orden" (at your service)

VI. Courtship and Marriage

Limited to one or two boys and no dates as such. If a girl has a boyfriend (novio) she is expected to get married in the near future. Chaperoned activities.

Title: Puerto Rican Ethnic Groups

Terminal Objective Addressed: 6

Outcomes

To learn concept of leveling in P.R. Class Structure. Learn Ethnic Groups of Puerto Rican people.

Curriculum Materials Needed: handouts of data, a film FS-28 Puerto Rico

Time Required: 1 hour

Instructional Strategies: Instructor led discussion

Activities

I. SITUATION: There have been no new families in town for the past 70 years. Everyone knows everyone else and most of them are kin to each other. Now, a new family of blond, blue-eyed people move to town. They speak Spanish and abide by the regular social rules.

John Harvey (newcomer) sees Ramona Diaz in the square and is smitten with her. They are quite properly introduced at a mutual friend's wedding. Soon it is clear that John wishes to marry Ramona. She feels the same way.

Task: Forming family groupings, students will simulate what they consider to be "typical" family reactions.

II. SITUATION: Same as in I except that John Harvey is wealthy and black.

III. SITUATION: Same as I except Ramona is Indian and is not wealthy.

Student reactions are to be recorded as to the differing situations. This data is then to be used in conjunction with II-12A to further reinforce concept of population leveling.

1. Show multi-media kits #4 & 5 - minorities have made America great (2 parts). With film strips completed, instructor will relate the ethnic groupings of the insular culture.

2. Instructor: "Anyone here know an Italian, Chinese, etc.? Anyone know a Taino? The population of the United States has mixtures of many different nationalities. So is the case of the island's population. It isn't right to say so-in-so is an American or Russian or a what-not without understanding that we are all a Heinz variety.

Instructor then leads into national/social mixture root of the island: Taino Indians, Spanish, African, French, Dutch, Norweigian, etc and embraces entire spectrum of European and most north and central African

groupings. (Instructor may find many students who wish to pursue this area. It is suggested that outside reports be allowed/encouraged to better focus on the idea "we are all a mixture of many.")

3. Show film FS-28, Puerto Rico. Instructor will use the variety of the film to illustrate that there are many differing areas of the island, i.e., Mountain (traditional) vs. coastal plain (in flux).

Instructor: "You know that prejudice in the States grew along color lines. If you were red you were dead. If you were black you had a strong back. If you were yellow you were a sneaky fellow, etc. Here prejudice did not grow only along color lines. It is a much more subtle thing exercised so that one does not publicly insult and/or ridicule someone else because of a happenstance like color. Here a person is accepted on the basis of his personal worth, integrity, and exercise of and conformity to the code of his social group.

The population, in general, is a mixture of many many different peoples. Remember, for almost 400 years there was quite limited contact with other parts of the world. You certainly can't keep marrying into the same family over and over - you all know that will eventually destroy you as people. So, over the dozens and scores of years you find a society that is greatly leveled - it is neither black or nor white, red nor yellow. It is a mixture that has served to blur and in many cases completely obliterate color lines. In New York, for example, the Puerto Rican sees himself not black, yellow, pink, etc., but as Puerto Rican. Now, what are you? You say American. What is an American? Aren't we all, then the product of many societies and many peoples?

Title: Puerto Rican religions

Terminal Objective Addressed: 6

Outcomes

Understand religious system and its impact on social system

Curriculum Materials Needed: Script for play, film

Time Required: 1 hour

Instructional Strategies: Skit, Film, Instructor led discussion

Activities

1. Teacher selects two students to play roles. One will be the father who lives in a small town in the center of Puerto Rico. One will be the son who will leave Sunday evening to attend a regional college.

Instruct the students to pay close attention to the skit and attempt to get as much information about religion as possible.

Pepe Goes to School

Pepe: I am leaving, Dad. Give me your blessing.

Father: May God and the Virgin bless you, son. By the way, when are you coming back?

Pepe: Within two weeks if God is willing.

Father: Virgin Mary! I wanted you to go along with me to the Mayor's house on Saturday.

Pepe: Blessed be the Lord! Dad, remember that I am taking my final exams and I need to study hard.

Father: Well, I accept whatever God wills for me. We will visit the mayor some other time.

Pepe: Good bye, Dad.

Father: (Embraces Pepe) Good bye, son, and may God and the Virgin Mary bless you.

2. Instructor has students:

- a. Write down any particular thing they noticed.
- b. Elicit reactions from students and discuss.

- c. Select two other students who can read the dialogue in Spanish.
- d. Instructor summarizes.

3. Instructor: "You have all heard about the Conquistadores - how they conquered most of the western hemisphere and such. You have also seen pictures of or been told about the many churches the newcomers built in the new world. Well, Puerto Rico was no exception to this strong handed religious idea. Here is a very short, compact church history. Please read it at you leisure and if you have any questions, we'll get them the first thing tomorrow. Now let's watch this filmstrip - it may help you understand the handout better."

4. Show filmstrip "Geographic and Historical Background of the West Indies."

5. Instructor elicits questions for clarification of film.

Handout for Puerto Rican Religions

You probably know that there are now a variety of churches here on the island. You should realize, however, that the majority of these groups are fairly young. For example, the Baptist Church has been active here for only a little over 150 years compared to about 450 years for the Roman Catholic Church. Judaism, remember, was not permitted in Spain, much less here, for centuries. During the 16th and 17th centuries the inquisition (a church court) was very powerful in Spain and, to varying degrees, throughout the Spanish Empire.

In 1800 the number of practicing Roman Catholics here on the island was 99.99...% of the population. That is no longer true, as you know. Today the population is divided as follows:

- 98% Christian (all christian groups)
- 80% Roman Catholic, but only about 1/3 of these actively support the church
- 18% Other christian groups such as Baptist, Pentecostal, Methodist, Lutheran, etc.
- 2% Jewish, Moslem, Hindu, Spiritualists, etc.

Remember, these numbers are not permanent. The religious make-up of the island's population is still changing gradually. For example, the Evangelical groups (Jehovah's Witnesses, Pentecostal, Holiness, etc.) are on the increase. Quite often they draw new members from the 2/3 of the nominal Catholics who are not active members of the Catholic church.

As you know, the three most powerful colonial countries in the 16th and 17th centuries were officially Roman Catholic. They were France, Spain, and Portugal, and the kings of each were titled "His most Catholic Majesty, Defender of the Faith, etc, etc." In Spain the Royal Court was quite religious. It stands to reason, then, that the Spanish rulers would do everything in their power to spread Christianity in the form of Roman Catholicism. In 450 years it is not so terribly difficult to convert subject peoples to a particular belief, especially when those who already are members of such a belief appear to have the best things in life.

Gradually over the long years, even the family structure here grew to resemble the organization of the church. It gradually came to look like the following chart:

Church

Pope
Cardinals
Archbishops, Bishops
Monseigneurs
Priests
Laymen

Family

Father
Eldest son
Younger Son(s)
Mother
Daughters
Relatives

As you can see, even the every day life of such a private thing as the family was greatly influenced and patterned by the church.

Now, of course, we see many changes in the old traditions and a growth of newer religious groups. You can trace these changes from the beginning of industrialization here on the island.

Title: Puerto Rican Class Structure and Social Mobility

Terminal Objective Addressed: 6

Outcomes

1. Students will learn basic social class structure
2. Students will understand the relationship between income level and social system

Curriculum Materials Needed: Dittoed Handouts

Instructional Strategies: Situational Exercises, Instructor led discussion

Activities

1. Instructor presents situation to students:

Juan Rodriguez is a poor Puerto Rican boy from the country. He has dark skin like his parents. He has just completed Junior High School with good grades. Mr. Rodriguez just won "El Gordo". The family is moving to San Juan and Juan is going to attend an exclusive private high school.

Read the following statements about Juan:

- a. Juan will have an equal chance to make the football team.
- b. Mr. Rodriguez will be able to move into a neighborhood of his choice depending on his ability to pay.
- c. Juan will have an equal chance to become acquainted with the girls in the school.
- d. Juan will join the elite social club of the school.
- e. Mrs. Rodriguez will be elected President of the PTA.

Change Juan to John....Change San Juan to Atlanta, Georgia. Check the statements you think are true for Juan. Check the statements you think are true for John.

2. Instructor has students compare John and Juan in the above areas.

John probably will be accepted in athletics, community work, education. John probably will be rejected in inter-marriage, neighborhood, and social clubs.

3. Instructor has students compare Roberto Clemente and Hank Aaron.

4. Instructor gives out Handout #1 and briefly goes over the material. Carefully point out that the data are general in nature.

5. Instructor presents Pablo Cortina's situation:

Pablo Cortina has just retired from the Army and is anxious to get back to the countryside he knew as a boy. This is the first time Pablo has been home in 15 years. He remembers the meadows, hills, and clear creek near where his grandfather's cool, rambling old house had stood and wants to build himself a small house nearby.

When Pablo arrives he is confronted with row after row of square, concrete little houses. He soon finds that the little "Boxes" cost \$35,000.00 each! This is more than his grandfather's 100 acres and house had cost when Pablo was a boy. Pablo notices that the neighbor-boy he grew up with is now a big-wig in the new town. He remembers the friend as a ragged, often hungry boy and his family having a tiny farm of only 10 acres. Now the friend is a pillar of the community and is considered quite important because he still owns four acres inside the town limits.

If you were Pablo, how would you feel under these circumstances?

6. Briefly review social mobility.

7. Tie this in with advancing ~~income~~, urbanization development, change from primary rural to urban living. Distribute second handout and briefly go over the material. Again, point out that the data are general in nature. NOTE: Careful deleniation of "leveling legislation" is required.

Puerto Rican Class Structure

Handout #1:

Class Structure

A. Upper class

1. Exceptionally small percentage of population based on family wealth.
2. Normally more traditional than other groups.
3. Model setting group for other population groupings. Known as los "blanquitos"

B. Middle Class: Newly emerging group according to North American standards-semantic problem: contrast in North-American literature to applicable local standards. Industrialization - rapid change, often at variance with traditional values.

Income levels bring family structures under great pressure to conform to upward mobility concept of traditional social concept.

Real estate ownership becoming primary concern. Bring in lottery and concept of stoicism. "Acepto lo que Dios me mande."

C. Working Class

1. Employment market problems - trained technicians in short supply.
2. Pressure of "upward tradition" causes some trauma not so pronounced as middle class areas.

D. Social Mobility

Although it is not common for a family to move from one extreme to the other it is possible.

Overnight change from class to class is possible and accepted in terms of individual acceptance/practice of group imposed standards.

Puerto Rican Social Structure

Handout #2

Income Level/Social Mobility/Housing

- a. A generation ago most Puerto Ricans lived in the countryside. "El pueblo" was a plaza surrounded by a church, the municipal hall, a few stores, and a scattering of homes.
- b. As P.R. became industrialized, one-family homes cropped up around the city.
- c. More than 20,000 new homes a year are built - 1/4 are low cost homes for the poor built by the government.
- d. The new "executive" elite has created luxury high-rise apartments in San Juan. Main Housing boom is the 70 square mile San Juan area.
- e. Housing costs climb rapidly. Poor must buy on fringe of suburbs. Average kind of home sought by average American is over \$32,000.00 in P.R. Condominium apartments near beaches start at \$40,000.00.
- f. Land costs now represent 34% of new homes cost.

Housing Conditions

1. Over 40% of dwellings classified as inadequate. Some people qualify for low-cost homes with long-term government financing. Others only for low rent apartments.
2. Slums - Arrahal. P.R. worst slum belt begins at San Juan Bay and flows eastward for a few miles, emptying into San Jose Lagoon (Martin Pena).
Reference for information: Puerto Rico, a Profile, Kal Wagenheim, Praeger Publishers, Chapt. 7, page 173.
3. Urban Growth - Burgeoning of domicilliary ownership. Industrially related growth areas. Industrially related income levels. Final introduction to labor force.
4. Leveling Legislation
 - a. Public Housing
 - b. Disadvantaged re-settlement
 - c. Vocational schooling growth
 - d. Federal - Commonwealth development programs: Fisheries, Rice, Forestry, Oceanography.

Title: Utilizing Reading Materials about Puerto Rico

Terminal Objective Address: 7

Outcomes:

Familiarize students with available reading material

Curriculum Materials Needed: Bibliography of reading materials books,
slide presentation, directions to the
institutions

Time Required: 4 hours

Instructional Strategies: Instructor lectures. Instructor leads discussion.

Activities

1. Instructor distributes copies of the bibliography to each student. The bibliography will be grouped by topic.

2. The instructor will ask each student to choose a topic of interest. For those who are undecided the instructor will help as necessary.

3. Inform students of available institutions where they can obtain these reading materials. Have as many books as possible on hand to distribute.

4. Discuss briefly one or two of these books highlighting a topic taken from the bibliography.

5. The places below will be used to identify and utilize additional reading materials about Puerto Rico. The bibliography will be derived from these sources:

1. Inter-cultural Relations Materials
2. Roosevelt Roads High School Library
3. Antilles Consolidated School Library
4. Naval Station Library, Roosevelt Roads
5. Inter-American University
6. University of Puerto Rico Library
7. Fomento
8. Tourist Bureau
9. Bacardi Information Pack
10. Sun Oil de Puerto Rico Pack

6. Instructor will accompany listings presentation with slide units to give overall impression of insular areas/resources.

7. Instructor will distribute directions to the places listed above.

8. Question and answer period.
9. Allow the students one week to read their chosen book and/or topic.
10. After the students have completed their reading, group students in groups of 3-5 according to topic. Once these groups have been assembled students will share information obtained from previous readings. Instructor will provide a set of questions for groups to address to the class.
11. The above activity should be done in blocks of 10-20 minute duration.

Title: Available Resource People

Terminal Objective Addressed: 7

Outcomes

To increase student's knowledge of resource people whose services they may utilize.

Curriculum Materials Needed: None

Time Required: 2 hours

Instructional Strategies: Guest speaker lectures. Instructor leads to discussion with guest speaker and students.

Activities

1. Instructor chooses guest speakers from the following list of resource people. Instructor will choose at least two resource persons from the host community to discuss various aspects of intercultural relations. There must be a balance in on-and off base resource persons.

1. University of Puerto Rico
2. Inter-American University
3. Cultural Institute of Puerto Rico
4. Fomento
5. Naval Station Clubs
6. Clubs from neighboring communities
7. Chamber of Commerce
8. Tourist Bureau

2. Instructor will indicate to the speaker the following:

- a. background of class
- b. purpose of class
- c. topic
- d. length of presentation
- e. time for interaction and questions from class.

3. These speakers will give the students a lecture based on the topics listed in the bibliography.

4. The speaker will lecture in the class room or he may be presented as a guest speaker for scheduled assemblies.

5. The instructor will elicit questions from the students which will lead to a discussion.

6. Guest speaker and instructor will lead question and answer period.

7. Guest speaker will include in his lecture community facilities and activities that are available for the student's use.

Title: Spanish Language Lab 5

Terminal Objective Addressed: 4

Outcomes: Learn traffic signs and important rules

Curriculum Materials Needed: Ditto handouts, sheets of rules, international signal system (posters, slides) film

Time Required: 1 hour

Instructional Strategies: Lecturette, group practice, individual practice

Activities

Lecturette: In order for you to get acquainted with the host country, you will have to travel, and in order to travel safely, you must know the basic traffic rules of the host country.

Activities: (Introduce the guest speaker, if any, and have him introduce the film to be used).

Instructor (if no resource available)

Introduce the film (previously selected and previewed according to class make up - bicycles, motorbikes, or automobiles.)

Guest speaker or instructor will summarize the film.

Instructor says:

Practical application -

Practice with common signs - expressly those in Spanish.

Group repetition

Individual repetition and identification

Instructor will interject new international signal system with posters and slides.

Example of common signs written in Spanish:

cruce de peatones - pedestrians

pare - stop

ceda el paso - yield

zona escolar - school zone

cruce de ganado - animals

velocidad maxima - speed limit

sigas a la derecha - stay to the right

transito - one way (with arrow)

transito en ambas direcciones - two way traffic

etc.

Distribute handouts

*Public Works Department Personnel (bilingual) give presentations and are anxious to give data, materials, etc.

Title: Spanish Language Lab 6

Terminal Objective Addressed: 4

Outcomes

Learn monetary transactions and restaurant etiquette

Curriculum Materials Needed: Ditto, menu - lunch

Time Required: 1 classroom hour - 1 lunch period

Instructional Strategies: Review of preview dittos. Lecture and relating of experiences, ordering of lunch.

Activities

1. Review previous language assignments.
2. Instructor gives information on Spanish customs in reference to eating and restaurant etiquette.

a. Manners

Careless manners do not go unnoticed in public areas. We might unintentionally imply disrespect. An important courtesy you should extend is knowing a little of the language and attempting to speak it. Distribute menus and ask students what ethnic dishes they are able to translate. What dishes they may already have eaten.

b. Role-play - a restaurant scene

Instructor will play native roles. Exchange greeting and extend common courtesies ("Hello, Good Evening, etc." in Spanish). If student does not understand he should say in Spanish "I do not understand". Student should ask the waiter for translations he can no make.

3. Instructor begins basic interrogative uses as student discovers he needs them.

- a. Como se dice esto?
- b. Cuanto es?
- c. Donde esta el baño, etc.?
- d. Cuando cierran/abren _____?
- e. Por qué?
- f. Quien _____ (Quienes)
- g. Que es esto?

Menus are presented with and without prices. Practice ordering and cost computations.

4. Discuss a field trip including ordering a meal, eating and paying for it in a Puerto Rican restaurant.

5. Present lunch room menu in Spanish. Learn how to order a-la-carte what the student desires to eat. Assignment will be to have each student order his own meal in Spanish that day.

This assignment will be with the cooperation of the cooks.

Menu- the Spanish menu will include beverages, soups, salads, main dishes, dessert.

Title: Problem Solving Strategies 1

Terminal Objective Addressed: 3

Outcomes: Students are able to describe cross-cultural behaviors without evaluative comments.

Curriculum Materials Needed: Video tape of Cultural Simulation exercise

Time Required: 40-50 minutes

Instructional Strategies: Role play, written exercise, directed discussion

Activities

1. Refer students to the list of adjectives describing the "other culture's" behavior in the Cultural Simulation game. Post this list on the board so all can examine it. Review the lists with students.
2. Ask students, "Are these descriptions accurate?" Students will probably respond that "it depends on your point of view." Develop from this the idea that heavily evaluative responses tell more about the describer's feelings than they do about the real intentions of the person being described. Also, negative evaluative responses hurt us in our efforts to get along; they scare and isolate us.
3. Ask students, how could we make more accurate lists? Lists that will help us in our efforts to bridge cultures? Elicit idea of non-evaluative neutral descriptions.
4. Conduct a role-play interaction of Alpha Delta people or have students view the tape of the game and make up new non-evaluative list of the other culture.
5. Have various students read their lists. Purge hidden evaluative comments.
6. Instructor asks, "Are these lists more valuable than the others? Why?" Elicit idea that such responses keep interaction open whereas evaluation closes off interaction.
7. Summary statement: Non-judgemental description is a more effective cross-cultural strategy than heavily evaluative reactions.

Title: Problem Solving Strategies

Terminal Objective Addressed: 3

Outcomes: Students learn imitation technique in culture specific areas

Curriculum Materials Needed: Video Tape; 30 min. tape; technician

Time Required: 1 hour

Instructional Strategies: Role play exercise

Activities

1. Tell students the next exercise will be a role playing exercise which will involve our reaction to different cultural words and gestures.
2. Divide the class in half. Send one group outside the room and give them the following instructions.
 - a. They are to play the role of a "Different Culture". They will go into the room, meet an American student, and talk for 5 minutes about what they like doing in Puerto Rico.
 - b. During the conversation they will:
 - (1) Pump the persons hand 10 times while shaking hands (Use a "Dead Fish" grip)
 - (2) Stand 6" closer to the person than you normally would.
 - (3) During the conversation touch the person twice.
 - (4) Use the terms: Roosy Roads
How many years do you have?
Do you play water skiing?
How are you called?

Title: Problem Solving Strategies

Terminal Objective Addressed: #3

Outcomes

Students will learn strategies for entering new cultures.

Curriculum Materials Needed: Problem situations, Overseas Diplomacy Manual

Time Required: 1 hour

Instructional Strategies: Exercise, Instructor led discussion

Activities

1. Students are presented with list of 3 problem situations. They are divided into 3 groups and prepare group solutions to problems.
 - A. Your family is being transferred to Athens. You understand there is no base housing. List some strategies you will use when entering Greek culture.
 - B. You are visiting a shrine in Country X where a religious ceremony is taking place. A Host National gestures for you to join the ceremony. What information would you need to have before deciding to join? How would you collect it?
 - C. You are invited to the home of a local farm family in the country. They have gone all out to make it a feast. You sit down and are served a plate of highly seasoned food which you think will make you sick. What information would you need before deciding what to do next? How would you collect the information?
2. Instructor has students report and leads group discussion. After comments are elicited instructor summarizes: We need techniques for handling general entry into a culture and for handling specific situations in a culture. In the Cultural Simulation exercise we learned:
 1. Increase association
 2. Increase input of factual data withhold evaluation
 3. Develop imitative model

In specific situations, we need techniques for getting more information without offending. The two groups have suggested ways to accomplish this.

3. Instructor: "You have been given a booklet called Overseas Diplomacy. Okay, we've been working on some problems that face a person when they get into new surroundings. Just for fun, let's look at pages 17-20 in your booklet. There are 16 situations listed and each one has some

probable reactions listed. As honestly as possible, indicate how you think you would react in each situation"

4. After students complete the exercise go through it with them and let them react among themselves. Here the instructor must maintain a low profile in order to get true reactions. Ask the students to criticize themselves.

5. After allowing for student discussion, instructor summarizes:
"Often it is valuable to observe and imitate in a strange environment."

Title: Field Trip II

Terminal Objective Addressed: 1, 2, 3, 4, 5, 6, 7

Outcomes

Provides a second structured experience in the culture.
Allows research in culture specific areas of interest.
Allows students to practice interview techniques and Spanish.

Curriculum Materials Needed: Map of Rio Piedras

Time Required: 6 hours

Instructional Strategies: Small Group Exercise, Field Trip

Activities

1. Instructor briefs students on purpose of field trip. He explains that:
 - A. Field trip provides another experience in getting into the culture and interacting with local people.
 - B. Field trip allows them to practice and see utility of learning more Spanish.
 - C. Field trip provides an opportunity to research culture specific areas of interest.
 - D. Allows them to see how much they have learned during the course.
2. Instructor divides groups into teams of three students and has them choose one of the following culture specific areas to develop a newspaper article about: family structure, social activities, recreation and sports. Instructor groups students in groups of three people in terms of their interest in one of the topic areas above.
3. Instructor has groups assemble in threes and develop an outline of questions to ask and strategies to use in getting further information. Each group gets approval for proposed plan. Instructor mentions the University as a valuable resource and offers assistance if needed in making contacts.
4. Instructor stresses the importance of keeping accurate records of their trip.
5. Instructor informs students that they will be expected to develop a newspaper article on their field trip experience when they complete it.

6. In addition to culture specific area, instructor informs groups that they should perform as many of the following specified tasks as possible:

- A. Go to a supermarket and secure prices on three items they would like to purchase.
- B. Visit a publico site and get fares to Roosevelt Roads, Humacao, and Ponce.
- C. Visit as many points of interest as they have time for on the Rio Piedras campus. (Indian Artifacts Museum, etc.)

Field Trip Schedule:

8:00 - 9:00 Field Trip briefing, small group task.

10:30 - Arrive at Rio Piedras campus

1:30 Bus departs for Roosevelt Roads

Title: Field Trip Reports

Terminal Objective Addressed: 1, 2, 3, 4, 5, 6, 7

Outcomes:

Processing of second field trip

Curriculum Materials Needed: Interview summary sheets

Time Required: 1 hour

Instructional Strategies: Interview, instructor led discussion

Activities

1. Instructor arranges classroom so that students are seated in a circle.
2. Each team reports on its field trip experience.
3. Instructor interviews each team:

- A. Where did you go?
What happened there?
What happened next?

After each team has reported on factual data, instructor elicits affective data.

- B. How did you feel when he did that?
What happened to make you feel that way?
4. Instructor elicits discussion from class regarding field trip experience.
5. Instructor collects newspaper stories developed by students.

Title: Personal Action Plan

Terminal Objective Addressed: 7

Outcomes:

Students will develop and submit a personal action plan.

Time Required: 1 hour

Instructional Strategies: Lecturette, Individual student assignment

Activities

1. Instructor says: "Yesterday we discussed your previous areas of interest prior to coming to Puerto Rico. Today we will review these interests, discuss what you are presently doing, and what you would like to do while you are in Puerto Rico. Finally, you will develop a personal plan for exploring the Puerto Rican culture and develop your own goals so you can measure your progress."
2. Instructor conducts guided discussion, reviewing students previous interest and their present interests. Focus on students feelings about present behavior. Summarize by saying: "Some people seem satisfied in what they are doing and others would like to do something else."
3. Instructor conducts guided discussion on what students would like to do in the next 1, 2, and 3 months in Puerto Rico to develop their present interests and satisfy any new interests they may have developed from their experiences in the Puerto Rican cultures.
4. Instructor hands outs cards to all students. (3x5) Have students list specific things they would like to do in the next 1, 2, and 3 months period to better enjoy their stay in Puerto Rico. Instructor gives examples such as: try pulpo, visit Ponce, learn so many Spanish phrases a day, etc.
5. From data collected, students write a personal action plan for the periods mentioned above. They keep one copy and give one copy to the instructor for follow-up in three months.

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- A. Race and Culture
- B. Ways of Being Human
- C. Athletics and Emotional Behavior - can be used to show parameters of propriety for excessive emotional behavior in American culture..
- D. Life in the Dark Ghetto
- E. Kibbutz Life - shows living on an Israeli Kibbutz

16MM Films

The following are 16 MM films available at the Antilles Consolidated Schools Film Library. Summaries of the films are available in the ACS Film Catalog.

#3-92 - Island in America

Interviews with Neoricans; vignettes of life on island and mainland.

#1-108 - Puerto Rico: Showcase of America

Explores history and culture of Puerto Rico

#3-101 - Two Grasslands: Texas and Iran

Shows how culture develops from geography in combination with many other factors; compares cultures of Iranian herdsman and Texas rancher.

#3-100 - Juggernaut: A film of India

Dramatically depicts practically every aspect of India and its people with minimal narration or explanation.

#3-95 - African Odyssey: The Red Bicycle

Familiarizes students with special problems of a developing nation.

From the many Americans series:

#3-80 - Geronimo Jones

#3-81 - Miguel: Up From Puerto Rico

#3-85 - SIU MEI WONG: Who Shall I Be?

#3-83 - Felipa: North of the Border

From Searching For Values Series

- #3-97 - Spaces Between People (edited from To Sir With Love)
- #3-98 - When Parents Grow Old (edited from I Never Sang For My Father)
- #3-99 - Pride and Principle (edited from Bridge Over The River Kwai)

The Immigrant Experience: The Long Journey (on order)

Sound Filmstrips

- MT-4 - Minorities Have Made America Great (12 filmstrips)
- MT-5 - Negroes Irish Chinese
 Jews Indians Mexican-Americans
 Italians Puerto Ricans
 Germans Japanese (Warren Scloot Productions)
- MT-12 - Africa: Continent In Change, National Geographic, 6 strips
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Appendix I
CULTURAL SIMULATION MANUAL

I. General Overview

The participants are given a brief orientation to the Cross Culture Simulation in which the purposes of the game are explained. They are then divided into two groups or "Cultures". Each group is given a set of rules to govern their behavior while a member of the new culture. The Alpha culture is a relaxed culture which values personal contact and intimacy within a sexist and patriarchal structure. The Beta Culture, on the other hand is an aggressive, money oriented culture in which a person's value is measured by how well he performs in the marketplace. Each group spends time learning the rules of their new society. Once all of the members understand and feel comfortable with the new way of behaving, observers are exchanged. The observers attempt to learn as much as possible about the values, norms, customs and reward system of the other culture without directly asking about them. After a fixed time, the observers return to their respective groups and report on what they saw. Based on the information provided by the observer, each group tries to develop hypothesis about the most effective way to interact with the other culture. After the hypothesis generating discussion, the cultures proceed as before except that each person takes a turn at trying to interact with the other culture. Once everyone has had a chance to, "live off of the economy of the other culture" the game is ended and a debriefing is held.

II. Space

It is necessary that there be two separate rooms for the Cross Culture Simulation. Preferably, they should be fairly close together but it is not necessary. In some instances, it may be necessary to put one group in the classroom and the other group in the hall outside of the classroom. In extreme instances, it would be possible for the Alpha Culture to move out into the hall to learn the cultural rules and practice them. In any event, obtaining the proper room arrangement should be given high priority by the director.

III. There are no firm limits on the maximum or minimum number of participants which the simulation can accommodate. The lower limit at which the simulation can successfully be played is six persons in each culture, but probably would work, although with less impact, with a total of 10 or even eight. The maximum number is less fixed than the lower limits and probably becomes unmanageable when the numbers get larger than 40.

IV. Materials

The director and his assistant should insure that all of the materials required to play the game are available at the appropriate time and place. The materials include the following:

Description of MaterialNumber Required

Administrative

Orientation Wall Chart-----1
Director's Manual-----1
A newsprint pad if a chalk board is not
available-----1

Alpha Culture

Sets of 3 cards:

Tibber and Blimmer-----125% of total number of people in Alpha
Blank 3x5 cards-----Total number of people in entire
simulation
Chips, any color or size-----10 x 125% of people in Alpha
Badges-----25% of total number of people in Alpha

Beta Culture

Cards numbered 1 through 7 in six
different colors-----125% of the number in Beta
Beta Badges-----25% of total number in Beta

The extra 25% is for the visitors to the culture.

V. Duties of the Director

This simulation requires two people to administer it effectively: A director and assistant director. The directors should study the procedures for running the simulation as outlined in this director's manual and discuss any problems, misunderstandings, inclarities which are discovered. Special attention should be given to the orientation and the rules for the two cultures as certain procedures are given to the participants which are not specifically repeated in the Director's instructions.

It should be noted that the first time through the experience the directions will likely appear to be quite complex, however, once you have played the game it will appear quite simple.

The director should assume overall responsibility for the simulation and be specifically responsible for the following:

1. Insuring that the materials are at the appropriate place at the appropriate time.

2. Orienting the assistant director and making sure that he understands his duties.

3. Orienting all of the participants before the simulation begins.

4. Determining the number of visitors who travel to the other culture.

The most important factor in determining the size of the visitor group is the relative size of the foreign culture to the visitors. There should be enough members in the foreign culture in relation to the number of visitors, that the visitors definitely get the feeling that they are a minority. Time available for the game also plays a part, as the larger the visitor group the faster the game will go. The table below gives a rough idea of the recommended size of the visitor contingent.

Total Number of people in each culture	Number of visitors at any one time
3-8	1
9-12	2
13-16	3
17-20	4
21-25	4

5. Once the simulation is started, he informs both groups of the time limits and helps observers and visitors get back and forth between cultures at the appropriate time.

6. Providing each member of Alpha with a set of matching cards. (Blimmer, Tibber and Stipper) and a 3x5 card and 10 chips.

7. Handing out the rules of the Alpha Culture to each member of Alpha.

8. Helping the Alpha group select an observer, and with any problems, questions or misunderstandings they might have.

9. Providing the observer and each visitor with a set of matching cards (Blimmer, Tibber and Stipper), a 3x5 card and 10 chips as they enter the culture and retrieving everything but the 3x5 cards as they leave the culture.

10. Insuring that none of the observers or visitors are allowed to see the Alpha rules.

VI. Duties of the Assistant Director

It is recommended that the Assistant Director be generally responsible for instructing the people in the Beta Culture on the rules of their culture and be specifically responsible for the following:

1. Insuring that the Beta Culture selects an observer.
2. Handling out the rules of the Beta Culture to each Beta member.
3. Helping Beta members with any problems, questions of misunderstanding they have about what they have read. This generally means reviewing and explaining the scoring procedure in some detail and especially demonstrating and helping them with the language. The Assistant Director should practice the gestures and the language of Beta before the simulation occurs so that he can demonstrate them with ease and facility.
4. Having the cards prepared in the proper number and kind at the appropriate time is critical to the smooth operation of the simulation.. Advance preparation and organization is very important. It should be remembered that each Beta should receive a stack of 10 whenever they fill their sequences and put their scores on the chalkboard. The cards they turn in are shuffled with the reserve cards and used for other Beta members who fill their sequences. Each new visitor must have a deck of 15 cards with a disproportionated number of 3's and 5's. The visitor's cards are to be retrieved when he returns to his own culture. Thus every few minutes you will have to have several sets of 15 cards for the new visitors.

The number and makeup of the bargaining cards for the Beta members are as follows:

Number equals $10 \times 125\%$ of the Beta members. The 25% over 100% is a reserve from which the Assistant Director can select new cards for Beta members who have filled sequences and thus need new sets of cards.

The makeup of the deck is as outlined on the following page.

<u>Number On Cards</u>	<u>Per Cent of Total Cards In Beta Deck</u>	<u>Color</u>
1	$1/6 \times 125\%$ of number persons in Beta	Equal number of all colors
2	$1/6 \times 125\%$ of number of persons in Beta	Equal number of all colors
3	$1/12 \times 125\%$ of number of persons in Beta	Equal number of all colors
4	$1/6 \times 125\%$ of number of persons in Beta	Equal number of all colors
5	$1/12 \times 125\%$ of number of persons in Beta	Equal number of all colors
6	$1/6 \times 125\%$ of number of persons in Beta	Equal number of all colors
7	$1/6 \times 125\%$ of number of persons in Beta	Equal number of all colors

Example: Suppose there were 16 people in the Beta Culture. The number of cards required is equal to 125% of 16×10 or 200 cards; distributed equally as to color. There would be $1/6 \times 200$ or approximately 13 cards of each of the following numbers: 1,2,4,6 and 7. There would be $1/12 \times 200$ or approximately 7 cards each of the numbers 3 and 5.

Selecting and preparing the deck from which cards are drawn for the visitors. Each Beta visitor is to receive 15 cards from a shuffled deck which includes the following:

<u>Number On Cards</u>	<u>Percent of Each Number in Deck</u>	<u>Color</u>
1	10%	Equally Distributed
2	10%	Equally Distributed

Continued from the other page.

3	20%	Equally Distributed
4	10%	Equally Distributed
5	30%	Equally Distributed
6	10%	Equally Distributed
7	10%	Equally Distributed

Example: Suppose there were 4 visitors allowed in the Beta Culture at one time. The number of cards in the deck from which the visitor sets would be drawn is equal to 125% of 4×15 of 75 cards. There would be $1/10 \times 75$ or approximately 8 cards of each of the following numbers: 1,2,4,6 and 7. There would be $2/10$ or 15 threes and $3/10$ or approximately 22 fives.

TO PLAY

Orientation

The purpose of the orientation is to briefly explain the objectives of the simulation and outline the procedures which will be followed. It is very easy to overwhelm people with instructions in the orientation. This should be avoided as the participants can become so frustrated that their ability to effectively participate in the simulation can be reduced. On the other hand enough information should be given to them so that they are assured that you know what you are doing, that the objectives of the simulation are worthy of their interest and time and that the broad outlines of the experience are apparent. The director should also feel free to tailor the simulation experience to fit the needs of a particular course of study of particular interest of the participating group. For instance, if the experience is being used to sensitize persons preparing to visit or live in a foreign culture to the psychological barriers and blocks that one can develop while attempting to learn a foreign language, then in the orientation the director might want to ask the participants to make special note of the feelings surrounding their attempts to speak and understand the "language" of the Beta Culture, so that they can discuss those feelings in the debriefing.

The following is a suggested outline for the orientation. Explain to the group that:

1. The specific purpose of the simulation will become evident as the simulation progresses but basically the experience is intended to:
 - a. Teach some basic facts about what is meant by the term culture and some of the characteristics of cultures.
 - b. Create feelings which are similar to those one will likely encounter when one travels to a foreign culture.
 - c. To give the participants experience in observing and interacting with a foreign "culture".
2. As the simulation proceeds, the directors will provide you with more detailed directions, but the general outline of the simulation is as outlined on the wall chart (chalkboard). The director then briefly explains each item on the wall chart along the following lines:

1. Orientation

As soon as we explain each of the items on this chart we will be through with the orientation.

2. Division into two groups.

You will be divided into the Alpha Culture and Beta Culture as soon as we finish reviewing this wall chart.

3. Selecting an observer.

The first order of business for each group is to select a person to travel to the other culture to observe the ways they behave with an eye towards helping future travelers. The observer should try and figure out what rules govern the behavior of the other group, by carefully observing their actions. It is not permissible for the observer or anyone else to ask a member of the other culture about the rules, they are to be figured out on the basis of observation and later trial and error.

4. Learning and Practicing the New Culture.

In the real world, cultures develop shared meanings and ways of interacting over many centuries for many different reasons. Likewise a person living in a culture learns the different rules and reasons for various behavior over his entire lifetime. In this experience, we are going to give you those rules and ask you to learn them in a very short period of time. They may seem complicated at first, but as you practice them they will appear very clear and reasonable.

5. Exchange of Observers

Once the Alpha culture and the Beta culture are well established, the observers will travel to the other culture. Each will be wearing a badge with the name of his home culture on it. He has approximately five minutes to learn as much as he can about the foreign culture. It should be remembered that they must learn from intelligent observation, asking questions about the rules is not allowed.

6. Report of Observers

The observers will return to their home culture and describe what they saw and any ideas they have about the values, more rules of the simulation. Everyone in the group should be encouraged to develop ideas about the meaning of the observers report so that future visitors will have the benefit of the entire group.

7. Exchange of Visitors

Once each group has had the chance to discuss the report of their observer, then each culture continues as before the observer's report. Once each culture is re-established, visitors will be exchanged. Visitors will be required to wear a badge with the name of their home culture on it. They will be given cards, chips or whatever is used in the culture to be visited. The purpose of the visit is to

successfully interact with the other culture. The director will indicate how many visitors should be exchanged and the length of time each group of visitors should stay in the foreign culture.

8. End of Game

Once everyone has had a chance to visit the game will be ended and we will discuss the implication of the experience.

DEBRIEFING

The simulation can be tailored to fit a variety of purposes by giving careful thought to what questions and topics will be discussed in the debriefing. However, in almost all cases the following questions should be asked before going on to the specific task of relating the experience to more specific objectives.

1. Ask the Deta members to explain the Alpha culture.
2. Ask the Alpha members to explain the Beta culture.
3. Ask the Alpha members how the Beta visitors appeared to them.
4. Ask the Beta members how the Alpha visitors appeared to them.
5. Ask Alpha members to describe their feelings and thoughts when they visited the Beta culture.
6. Ask Beta members to describe their feelings and thoughts when they visited the Alpha culture.
7. Ask a Beta member to explain the Beta culture.
8. Ask an Alpha member to explain the Alpha culture.

Rules For The Alpha Culture

1. The people in Culture A are very friendly and relaxed. They love to enjoy and develop friendships, however, everyone understands that such friendships are to take place within a fairly strict set of rules (which will be explained later) and have developed ways of making sure that people honor the rules of social conduct. Alpha's honor and respect older people. Females are considered to be owned by the men of the culture and strangers do not approach the women unless they have received the O.K. of the oldest member of the group. If such approaches are made without his O.K., the manhood of all members of the group is challenged.

2. Each person will be given 3 cards. On one card will be the following:

TIBBER

On another:

BLIMMER

And on the third:

STIPPER

3. Each person will also be given 10 chips and a 3 x 5 card.

4. The basic transaction around which the members of the group engage in social activities is as follows:

Person A and Person B each put a chip down on a flat surface or one of the persons makes a flat surface by holding out his hand. Person A then puts one of his cards face down. Person B puts one of his cards on top of it. If the cards match, Person B (the person who owns the card on top) picks up the chips. If the cards do not match, then Person A picks up the chips.

5. The only time the Stipper is put down is when a person wants to insult another person. The person who puts down the Stipper wins the chips in the transaction but loses the friendship.

6. The 3 x 5 card is used as a means of telling the other person how you feel about him and especially the way he carried out the transaction. When the chips are picked up, if each person feels the other obeyed the rules of social contact as outlined below, then he signs the other person's card with his initials. However, if person A feels that Person B violated rules of good social conduct as outlined below then Person A would sign Person B's card with one or more numbers rather than with his initials. The numbers say to other

members of the group that this person has violated our rules of social conduct and should be regarded suspiciously if dealt with at all. The rules which one should obey to get his card signed with an initial are:

- A. Before the matching transaction, both person's engage in small talk (movies, sports, personalities, weather, relatives) and joking before the transaction.
- B. After the chips are picked up, more small talk before a person moves to another transaction.
- C. Each touches the other at least once during the transaction. The handshake is not considered touching but as a means of keeping people at a distance.
- D. Men always approach women, never the other way around. However, females can flirt with any man just as long as they do it fairly discreetly.
- E. No one approaches a female until his card has been initiated by the eldest member member in group. If such an approach is made, it is considered to be an insult to all of the male members of the group and appropriate action should be taken.
- F. At the beginning of the simulation the eldest member should gather the cards of all members of the group and sign their cards.
- G. If a person matches cards with the eldest member, the eldest always wins regardless of whether the cards match or not.
- H. Each person should try to get around to making at least one transaction with every other member of the culture.

REMEMBER THE RULES OF THE GAME CANNOT BE TOLD TO STRANGERS.

Rules For The Beta Culture

1. In the Beta culture, people work hard to earn as many points as possible by trading cards.
2. Each person will be given 10 cards at the beginning of the session. The cards are worth the number of points on the face of the cards so long as they are part of a numbered sequence of at least 43 cards listed below, his score would be 85. It would be determined as follows:

	Red	Blue	Green	Yellow	Total
	1	1	3	1	
Numbers	2,2,2	2	4,4,4,4	2	
on cards	3	4,4	5	3,3,3	
	4	7		4	
	5			5	
				6	
				7	
	15	0	12	28	55
					30 bonus
					85

As you can see from the example, if a person is able to get seven cards of the same color in a sequence of 7, he receives a bonus of 30 points.

There is a shortage of 3's and 5's in all colors, otherwise there is an approximately equal number of cards of each number and color in the game.

3. Once a person gets all of his cards in a sequence he can record his score on the chalk board or newsprint pad and pick up a new set of cards from the director. At the end of the session the person with the most points will be declared the winner.
4. The skill at this game comes from being able to figure out which sequence to go after and being able to drive a hard bargain. Two, three and four-for-one trades are possible.
5. Visitors coming from the Alpha Culture into the game will have twice as many cards as you have and will have more than their share of 3's and 5's.
6. All communication in this culture is done in the Beta language which consists of both words and gestures. The basic language is as follows:

- . Yes, or agreement, is signified by touching the chin to the chest.
- . I don't have the card you are asking for is signified by grasping your earlobe with your hand and wiggling your ear.
- . No is signified by raising both elbows sharply. The higher the elbows are raised, the stronger the No.
- . "Say Again" or repeat what you have just said is indicated by making a fist and extending the thumb parallel to the ground and moving the hand back and forth in front of the body about waist high.
- . If a person wants more than one card he indicates by pumping his closed fist from head to shoulder once for each card desired and then when he asks for cards (see below) he pauses before describing the second and third card desired.
- . Colors are always mentioned first and numbers second.
- . Cards being offered for trade are held up so the other person can see the numbers.
- . Instead of having a different word for each number, the Beta language pronounces a syllable for each unit of one. Syllables are made from any two of the persons' initials plus one of the vowels attached to it. For instance, if your name were Brent Folsom, then you could communicate the number one by saying, "Ba", the number two by saying "BaFa" and the number three by saying "BaFa Ba" and so forth. He might also choose to say the syllables Bi, De, Bo, or Bu and Fe, Fi, Go, or Fu. Below is an example of how a person with the initials Bf could say all of the numbers from one to seven.

One-----Ba
 Two-----BaFa
 Three-----BaFa Ba
 Four-----BaFa BaFa
 Five-----BaFa BaFa Ba
 Six-----BaFa BaFa BaFa
 Seven-----BaFa BaFa BaFa Ba

- . Colors are indicated by saying the first two letters of the color and adding a vowel. For example: Green=Gra, Blue = Bla, Red=Rea, Yellow = Yea. In the Beta culture, it is the mark of stupidity and coarseness to keep track of the number of syllables by counting on one's fingers.

- . Here is an example of possible conversation between Brent Folsum and George Watson.

Brent Folsum holds up a red seven, pumps twice and says, "Gra, BaBa BaFa Ba," pause, "Ora, BaFa BaFa BaFa Ba." Meaning, I want a green 5 and an orange 7 for the red seven I am holding up.

George Watson raises both elbows up and holds up a green 3 and says, "Rea, GaWa GaWa GaWa Ga." Meaning, No, I will give you a green 3 for your red 7.

- . As you can see from the example, one never talks about what he is offering only what he wants.

7. It is the custom for both traders to quickly and unobtrusively blink the eyes three times while looking directly at the other person's eyes without smiling, before bargaining. This symbolizes that each recognizes that the other is a member of the bargaining community and each will try to drive a hard bargain but will not engage in any deception. If the blinks are not returned, it means the person is not a member of the culture.

8. It is a great insult for a person to trade in any language but Beta while in Beta territory. And all attempts to get you to trade in English should be resisted. It is permissible to say in English "although I speak English, I would prefer to trade in Beta", no more. If strangers press you to speak in English they are to be avoided.

9. If the strangers cannot speak Beta you may deal with the foreigners in sign language, but not in English.

10. All trades should be made while standing up.

REMEMBER THE RULES OF THE GAME CANNOT BE TOLD TO STRANGERS.

PRE AND POST TEST

CULTURAL AWARENESS

A. The teacher will read questions to you in Spanish. Please write down in Spanish your answer to each question. Write clearly, but don't worry about spelling and punctuation:

- 1.
- 2.
- 3.
- 4.
- 5.

B. People are different in the way they think and feel about each other. We want to find out how you feel about people from Puerto Rico.

Look at the key below. Rate your own feelings about Puerto Ricans in column 1 and how you think most Americans feel in column 2. Use the following guide:

1. almost all are
2. most are
3. some are
4. a few are
5. almost none are

PUERTO RICANS ARE:

YOUR OPINION

WHAT DO YOU THINK IS
THE OPINION OF MOST
AMERICANS?

1. honest
2. cruel
3. strong
4. lively
5. lazy
6. pushy
7. dishonest
8. intelligent
9. friendly

PRE AND POST TEST

CULTURAL AWARENESS

Ask the following questions in Spanish for Part A:

1. Como se llama usted?
2. Buenos días. Como está usted?
3. Perdoneme. Donde está el baño?
4. Cuente del uno al diez.
5. Que hora es?

10. well dressed
11. good natured
12. rude
13. cowardly
14. greasy
15. sneaky
16. loyal
17. hard working
18. crazy drivers
19. superior
20. kind

C. Please place a number or letter in the spaces below to indicate your opinion about the following areas:

How much knowledge do you have at the present time about the following aspects of Puerto Rico.

- A. little or none
- B. some
- C. a great deal

- _____ 1. Local customs and courtesies.
- _____ 2. Using local transportation.
- _____ 3. Religious customs.
- _____ 4. Local shops and stores
- _____ 5. Local recreational opportunities
- _____ 6. Basic Spanish phrases.
- _____ 7. Local history and politics.

What is your present attitude about each of the following aspects of Puerto Rico?

- A. Like
- B. Indifferent
- C. Dislike

- _____ 8. Local customs and courtesies.
- _____ 9. Local shops and stores.
- _____ 10. Local style of cooking.
- _____ 11. Local weather.
- _____ 12. Public transportation.
- _____ 13. Local police.
- _____ 14. Sanitary conditions.
- _____ 15. Puerto Ricans who work at the base.
- _____ 16. Cultural facilities (theaters, museums, galleries, etc.)
- _____ 17. Puerto Ricans attitudes towards you.

Please indicate the extent of your involvement in the following activities during the last two months. Do not include activities on the base.

- A. little or none
- B. some
- C. a great deal

- _____ 18. Riding in a publico.
- _____ 19. Shopping in a local store.
- _____ 20. Attending a local theater.
- _____ 21. Going to a public beach.
- _____ 22. Visiting a Puerto Rican family.
- _____ 23. Eating in a local cafe.
- _____ 24. Attending a local sporting event.
- _____ 25. Participating in a local celebration.

D. Place the correct letter in the blank in front of the question.

- A. North Americans
- B. Puerto Ricans
- C. Both
- D. Neither

- _____ 1. Start meetings within five minutes of scheduled starting time.
- _____ 2. Mother and father often live within grown children's family.
- _____ 3. Participate in and attend baseball and basketball games.
- _____ 4. Use their chin to indicate direction.
- _____ 5. Eat raw meat.
- _____ 6. Show the length of something by placing right hand at the appropriate spot on their extended left arm.

E. Multiple-choice: Place the correct letter in the blank:

- _____ 1. You visit an African country and notice that the people wear long robes and the men wear earrings. The people eat bread that looks like black sponge rubber and tastes sour to you. You have never seen anything like this before; the most likely reason for this situation is:
 - A. The Africans are an underdeveloped nation.
 - B. The Africans behave according to their own special background experiences.
 - C. Black and White people have a tendency to behave in different ways.
 - D. The Africans have very few schools.
- _____ 2. Fred's parents are stationed in a foreign country. He goes out on a date with a local girl. It has been an enjoyable evening and he thinks she likes him. However, when he tries to kiss her good night she shoves him away and rushes into her house, slamming the door behind her. The best explanation is:
 - A. She is probably cold and anti-American.
 - B. It must not be the custom to kiss on the first date. Fred should phone her tomorrow, apologize, and ask for another date.
 - C. Fred must have done something wrong during the evening, and she didn't enjoy the date.
 - D. She is probably sick and afraid of infecting Fred.
- _____ 3. You are in a foreign country. You go to a party where people are doing some of the local dances. Suddenly your host takes you by the hand and asks you to join the dancing.
 - A. You get up reluctantly, try a few steps, and quickly sit down.
 - B. You shake your head "No" because you don't want to make a fool of yourself.

- C. You get up and join the festivities. Even though you're not good, you try all the steps and stay up for the next dance.
 - D. You agree to dance, but insist on doing it American style. You show the group how it's done in the U.S.
4. Culture has something to do with your:
- A. behavior
 - B. language
 - C. background
 - D. all of the above
5. Culture is:
- A. something you possess by yourself
 - B. something you possess with others
 - C. something you learn
 - D. something you are born with
 - E. two of the above
6. All human cultures:
- A. have ceremonies to mark important happenings.
 - B. eat three meals a day.
 - C. celebrate Christmas
 - D. forbid men from kissing and hugging each other.
 - E. all of the above
7. A good way to find out about a person's culture is to:
- A. find out how much money he makes.
 - B. observe his behavior
 - C. find out his race.
 - D. find out the I.Q. of his parents
 - E. all of the above
8. Puerto-Rican Americans and American Indians are examples of _____ within the larger American culture.
- A. the many different races
 - B. foreigners
 - C. sub-cultures
 - D. abnormal behavior
 - E. all of the above

9. I look at something on the table and I think, "Birdseed, Ugh!"
You look at the same thing and you think, "Candy!" Great!"

You and I have different:

- A. values
- B. standards
- C. frames of reference.
- D. levels of intelligence.
- E. ability to see things.

10. Which of the following countries invaded and occupied Puerto Rico in 1898?

- A. Spain
- B. Cuba
- C. Russia
- D. United States

11. Which of the following Puerto Rican political parties seeks to make Puerto Rico a state of the United States?

- A. New Progressive Party
- B. Puerto Rican Socialist Party
- C. Popular Democratic Party
- D. Puerto Rican Independence Party

12. How is Puerto Rico today different from a state in its relationship with the U.S. government?

- A. residents of Puerto Rico cannot vote in national elections.
- B. residents of Puerto Rico do not pay federal income tax
- C. Puerto Rico does not have representatives with voting rights in the United States Congress
- D. all of above

F. Place the correct letter in the blank space:

- A. Description
- B. Evaluation only
- C. Both description and evaluation
- D. Neither description nor evaluation

- ___ 1. He rudely knocked the cup out of my hand.
- ___ 2. They were very unfriendly people.
- ___ 3. She took hold of my nose and twisted it to the right.
- ___ 4. He danced a weird little dance.

- _____ 5. Fred kissed me on the lips.
- _____ 6. Hi! I'm George Johnson.
- _____ 7. He was so angry that he threw all the dishes on the floor.
- _____ 8. George walked over to the boss and spit in his face.
- _____ 9. Please fasten your seat belts.
- _____ 10. What a jerk!

CULTURAL AWARENESS
Learning Your Way Around A New Culture

Student Critique

We want to know your opinion of this course so that we can make improvements. How valuable and interesting was the course for you? Please use the following key to circle the appropriate numbers or letters after each item.

HOW INTERESTING?

- KEY
- | | |
|-------------------------|--------------------------|
| 1. totally boring | 3. somewhat interesting |
| 2. not very interesting | 4. quite interesting |
| | 5. extremely interesting |

HOW VALUABLE?

- | | |
|----------------------|-----------------------|
| 1. not at all | 3. some value |
| 2. very little value | 4. quite valuable |
| | 5. extremely valuable |

I DO NOT REMEMBER THE EXERCISE = NR

I WAS ASSENT FOR THIS EXERCISE = A

HOW INTERESTING?	HOW VALUABLE?
1 2 3 4 5	1 2 3 4 5
	NR A

1. Introduction exercise in which pairs interviewed and then introduced each other.

2. Exercise in which class ranks preferences for certain behaviors and foods; follow-up discussion.

3. Filstrip exercise on Ways of Being Human.

4. Filstrip exercise on Race and Culture.

5. Films: Sin lei Kong, Miguel-Up from Puerto Rico and Geronimo Jones.

1 2 3 4 5	1 2 3 4 5	NR A
1 2 3 4 5	1 2 3 4 5	NR A
1 2 3 4 5	1 2 3 4 5	NR A
1 2 3 4 5	1 2 3 4 5	NR A

	HOW INTERESTING?	HOW VALUABLE?	
6. Values exercises; list of values arranged in order of importance; comparisons made.	1 2 3 4 5	1 2 3 4 5	NR A
7. Classification and Frame of reference exercise: words (eagle, rainbow trout, etc.) and objects are classified in different ways; cultural comparisons made.	1 2 3 4 5	1 2 3 4 5	NR A
8. Leads of Man exercise on perception: what we see depends on what we've already seen.	1 2 3 4 5	1 2 3 4 5	NR A
9. Spanish labs	1 2 3 4 5	1 2 3 4 5	NR A
10. Preparation for the first field trip.	1 2 3 4 5	1 2 3 4 5	NR A
11. Field Trip #1.	1 2 3 4 5	1 2 3 4 5	NR A
12. Debriefing discussion on Field Trip #1.	1 2 3 4 5	1 2 3 4 5	NR A
13. Cultural Simulation Game and follow-up discussion; (Alpha and Beta cultures)	1 2 3 4 5	1 2 3 4 5	NR A
14. Film and discussion - <u>The Immigrant Experience: The Long, Long Journey</u>	1 2 3 4 5	1 2 3 4 5	NR A
15. Exercise comparing Puerto Rican and continental gestures and facial expressions	1 2 3 4 5	1 2 3 4 5	NR A
16. Exercise on stereotypes	1 2 3 4 5	1 2 3 4 5	NR A
17. Simulation Game on Puerto Rican Politics (Cirioreup and Macerama)	1 2 3 4 5	1 2 3 4 5	NR A
18. Role play exercises comparing P.R. and mainland family traits and values. (Mary's Big Day, Avon Calling, What to do about Mama, Unexpected Visitors)	1 2 3 4 5	1 2 3 4 5	NR A

19. Exercise on Ethnic Groups in Puerto Rico; includes	1 2 3 4 5	1 2 3 4 5	NR	A
20. Father-son dialogue exercise showing influence of religion on speech in Puerto Rico.	1 2 3 4 5	1 2 3 4 5	NR	A
21. Case studies of Juan Rodriguez and Pablo Cortina showing class structure and social mobility in P.R.	1 2 3 4 5	1 2 3 4 5	NR	A
22. Exercise on Available Reading Materials.	1 2 3 4 5	1 2 3 4 5	NR	A
23. Exercise on Available Facilities and Resource People	1 2 3 4 5	1 2 3 4 5	NR	A
24. Problem Solving Strategies: use of videotapes to distinguish descriptive reactions from evaluation.	1 2 3 4 5	1 2 3 4 5	NR	A
25. Problem Solving Strategies using problem situations in foreign countries.	1 2 3 4 5	1 2 3 4 5	NR	A
26. Preparation for second field trip.	1 2 3 4 5	1 2 3 4 5	NR	A
27. Field trip #2	1 2 3 4 5	1 2 3 4 5	NR	A
28. Debriefing discussion on Field Trip #2.	1 2 3 4 5	1 2 3 4 5	NR	A
29. Personal Action Plan	1 2 3 4 5	1 2 3 4 5	NR	A
30. Overall, how does this course compare with other Social Studies courses you have taken?	1 2 3 4 5	1 2 3 4 5	NR	A
31. Pre & Post Test	1 2 3 4 5	1 2 3 4 5	NR	A

Please write out any specific criticisms and suggestions you wish to offer on any individual unit or the overall course. You may use the back of this paper.